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ABSTRACT

This guide outlines what should be taught to provide training for high school students in agricultural sales and services, and to some degree how and with what resources. The general framework of this 1-year course outline is presented as a problemsolving approach wherein objectives spell out the expected outcomes. After an introductory section on use of the guide, 10 units of instruction--four supportive and six functional--are presented. The supportive units are Orientation to Agricultural Sales and Services, Basic Selling, Farm Supply Store Management, and Business Procedures. The functional units are Feed Sales and Services, Seed Sales and Services, Fertilizer Sales and Services, Pesticide Sales and Services, Petroleum Products Sales and Services, and Hardware Sales and Services. Each unit contains objectives, learning activities, topics, and resources. A bibliography, a list of recommended materials for equipment, and the names and addresses of professional or technical organizations are appended. (HD)

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AGRICULTURAL SALES AND SERVICES

A Curriculum Guide

Preliminary Draft

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Prepared by:

State Department of Education
Office of Vocational Education
Agricultural Education Section
Columbia, South Carolina 29201

In Cooperation With:

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

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Foreword

This curriculum guide was developed as a part of a larger project to revise the t cultural education curriculum in South Carolina. The project was designed to implemen following changes:

- provide a more comprehensive vocational offering
- place a greater emphasis on behavioral objectives
- place a greater emphasis on learning activities
- encourage an inductive approach to teaching
- result in the re-identification of the units of instruction

Units of instruction for each course were developed which include behaviorally st suggested learning activities, a topic outline, and suggested resources.

Frank R. Stover, State Supe
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Agricultural Education

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Green Sea, S. C.

Mr. L.J. Carter and Mr. J. Earl Frick, who coordinated the development of the guide.

The final copy was edited by Dr. R.J. Mercer, Vocational Instructional Materials Spec
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Illustrations were prepared by R.D. Mattox, Art Director, Vocational Education Media
Clemson, S. C. Editing was by Mrs. Joyce Farr and typing by Mrs. Frances Earle of th
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Basic Selling . . . . . .

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Feed Sales and Services . . . . . .

Seed Sales and Services . . . . . .

Fertilizer Sales and Services . . . . . .

Pesticide Sales and Services . . . . . .

Petroleum Products Sales and Services . . . . . .

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Rationale for the Course

South Carolina has almost 40,000 farmers. These farmers require a variety of suppli services to operate their farms. They need machinery and equipment - fertilizer and seed need feed and insecticides. They need hardware - tools, bolts, nails. They need equipme hog feeders, buckets, hoes, and rakes. They need services - advise about the products th custom application of chemicals - custom mixing of feeds.

Although exact figures showing the number of businesses in South Carolina engaged in tural sales and services are not available, the Census of Business reports that there were in South Carolina which carried hay, grain, feed and farm supplies and that 144 of these sold a sufficient volume of these supplies (as compared to other items carried) to be cla the category labeled "Hay, Grain and Feed Stores". An additional 127 were classified un heading of "Other Farm Supply Stores".[1] The Farmer Cooperative Exchange alone reported a 23 stores in South Carolina which employed some 350 people.

Persons seeking a career in these businesses will need technical skill and managerial tencies. Several area vocational centers have already begun teaching courses in Agricultu and Services. Others are expected to do likewise.

[1]U. S. Bureau of Census, Census of Business, 1967. Retail Trade: Merchandise Line Sa South Carolina, BC 67-MLS-42. U. S. Government Printing Office, Washington, D. C., 1970.

Rationale for the Course

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LS-42. U. S. Government Printing Office, Washington, D. C., 1970.

A course designed to provide training for high school students in Agricultural Sal
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of the agricultural industry with competent employees.

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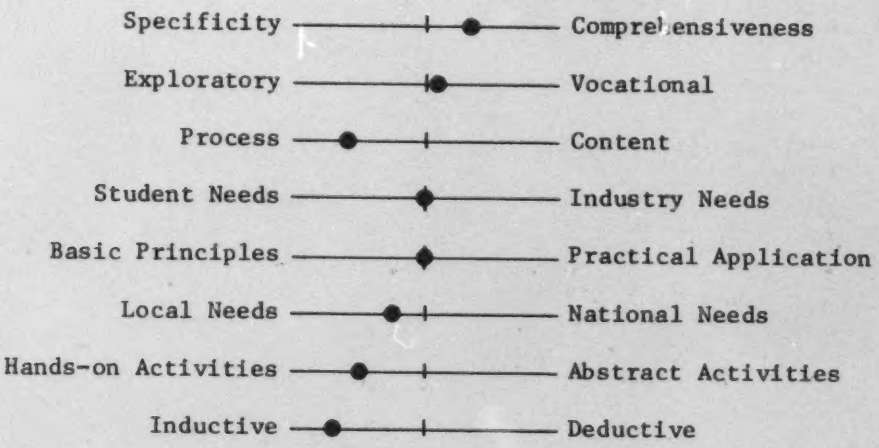
l industry with competent employees.

Curriculum Framework

The designers used the following continuums to frame their thinking as they constru
courses. Their biases are indicated below. For example, the designers felt that at the
school level they would prefer comprehensiveness to specificity. Therefore the dot is p
the side of the continuum labeled comprehensiveness.



Curriculum Framework

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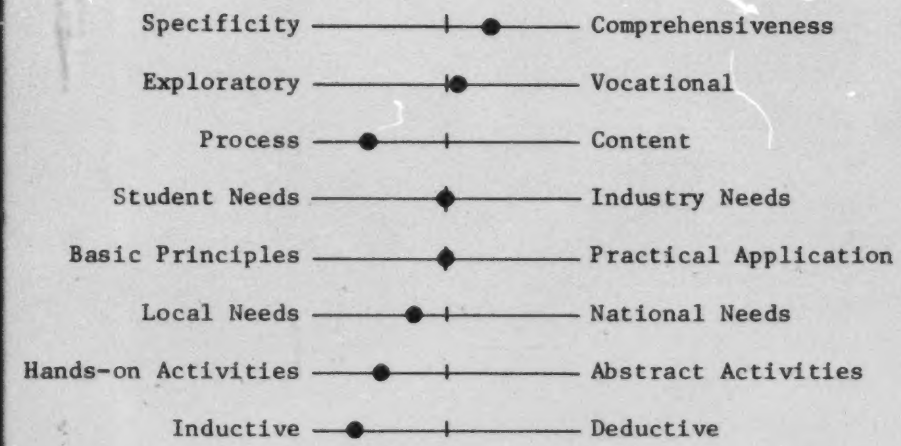

Use of the Guide

This guide is not a textbook. It is, as entitled, a curriculum guide. It is not desi provide content, but to refer to content. It is designed to ask the prior questions - what be taught and to some degree how and with what resources. The objectives are not behavior truest sense - they may be closer to goals. Hopefully they help spell out the expected out of the course. It was felt that the teachers of the course can determine the "givens" of t tives and set their own "performance standards" as needed for a particular class or indivi

The general framework of the course is problem solving. To this degree, it is a funct Hopefully, most units will be taught inductively, i. e., the teacher will begin with a prac or project and back up to basic principles. It is also hoped that most of the learning act be "hands-on" type activities although the importance of vicarious learning is recognized.

This curriculum guide was designed for a one year course. No special sequence is reco However, the order in which the guide is assembled offers one alternative.

Please note that the paradigm used is a suggested format for the state. Local conditi require different time allocations.

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CURRICULUM PARADIGM AGRICULTURAL SALES AND SERVICES				
Orientation to Agricultural Sales and Services (p. 9)				
Basic Selling (p. 17)				
Farm Supply Store Management (p. 25)				
Business Procedures (p. 41)				
Feed Sales and Services (p. 49)	Seed Sales and Services (p. 61)	Fertilizer Sales and Services (p. 71)	Pesticide Sales and Services (p. 83)	Petroleum Products Sales and Services (p. 95)

CURRICULUM PARADIGM

AGRICULTURAL SALES AND SERVICES

Orientation to Agricultural Sales and Services (p. 9)

Basic Selling (p. 17)

Farm Supply Store Management
(p. 25)

Business Procedures
(p. 41)

les vices 61)	**Fertilizer Sales and Services** (p. 71)	**Pesticide Sales and Services** (p. 83)	**Petroleum Products Sales and Services** (p. 95)	**Hardware Sales and Services** (p. 105)

UNIT: Orientation to Agricultural Sales and Services

SUB–UNIT:

OBJECTIVE(S): The student will be able to:

I. Describe in outline form the course in agricult sales and services.

II. Prepare in outline form a plan for integrating FFA program and the course.

III. Prepare in outline form a supervised practice program which will enrich the course.

IV. Plan an occupational work experience program to the course in agricultural sales and services.

V. Prepare a plan for exploring careers in agricul sales and services.

VI. ....

Orientation to Agricultural Sales and Services

T:

CTIVE(S): The student will be able to:

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II. Prepare in outline form a plan for integrating the FFA program and the course.

III. Prepare in outline form a supervised practice program which will enrich the course.

IV. Plan an occupational work experience program to complement the course in agricultural sales and services.

V. Prepare a plan for exploring careers in agricultural sales and services.

VI. ....

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
The student will be able to:	
I. Describe in outline form the course in agricultural sales and services.	I. Assign a committee to each of t have them critique the unit and sults to the class with suggest
A. List the major objectives(s) in each unit.	. Observe a presentation by the i course model via overhead proje
B. List the major learning activity(s) to be accomplished in each unit.	. ....
C. List the major topic(s) to be covered in each unit.	
D. List the major resources to be used in each unit.	
E.	
II. Prepare in outline form a plan for integrating the FFA program into the course in agricultural sales and services.	II. Prepare a list of proposed agri and services projects for the F
A. List possible home or community improvement activities involving agricultural sales and services which could become projects for FFA.	. Enter FFA contests related to a and services.
B. List projects related to agricultural sales and services suitable as part of the BOAC program.	. Prepare radio or TV programs co ment projects in the local comm agricultural sales and services
C. List some of the possible radio or TV programs that could be built around agricultural sales and services.	. ....

VES	LEARNING ACTIVITIES
: m the course in agricultural ctives(s) in each unit. ning activity(s) to be h unit. ic(s) to be covered in ources to be used in each a plan for integrating the urse in agricultural sales or community improvement g agricultural sales and d become projects for FFA. ted to agricultural sales le as part of the BOAC ossible radio or TV programs around agricultural sales	I. Assign a committee to each of the major units and have them critique the unit and report their results to the class with suggestions for change. . Observe a presentation by the instructor of the course model via overhead projection. . .... II. Prepare a list of proposed agricultural sales and services projects for the FFA. . Enter FFA contests related to agricultural sales and services. . Prepare radio or TV programs concerning improvement projects in the local community related to agricultural sales and services. . ....

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
I. Agricultural sales and services	I. The curriculum guide
A. Objectives	
B. Learning activities	
C. Topics	
D. Resources, facilities and equipment	
E.	
II. FFA as an integral part of the course	II. Bender, et al. The FFA and
A. Committee projects relating to the environment	
B. Agricultural sales and services projects related to the BOAC program	
C. Contests relating to the course . Team . Individual	

ientatio to Agricultural Sales and Services

TOPICS	RESOURCES
ral sales and services	I. The curriculum guide
tives	
ing activities	
s	
rces, facilities and equipment	
integral part of the course	II. Bender, et al. The FFA and You.
ttee projects relating to the environment	
ultural sales and services projects d to the BOAC program	
sts relating to the course	
am dividual	

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
D. List some of the team contests related to the course.	
E. List some of the individual contests related to the course.	
F.	
III. Prepare in outline form a supervised practice program which will enrich if not form the core of the course.	III. Conduct a home production proje agricultural sales and services
A. List at least two possible home production projects related to agricultural sales and services.	. Perform a supplemental home or agricultural sales and services
B. List at least two possible home improvement projects related to agricultural sales and services.	. Perform a home improvement proj agricultural sales and services
C. List at least two supplementary farm jobs relating to agricultural sales and services.	
D.	
IV. Plan an occupational work experience program to complement the course in agricultural sales and services.	IV. Make plans for and/or obtain a occupation related to agricultu services which will help prepar career.
A. List at least two work stations in your community which would provide training in occupations related to the course.	. Prepare a work schedule for a c
B. Prepare a brief work schedule for occupational work experience at one such station.	. ....
C.	

cultural Sales and Services

TIVES	LEARNING ACTIVITIES
team contests related	
individual contests related	
rm a supervised practice rich if not form the core	III. Conduct a home production project related to agricultural sales and services.
possible home production to agricultural sales and	. Perform a supplemental home or farm job related to agricultural sales and services.
possible home improvement to agricultural sales and services.	. Perform a home improvement project related to agricultural sales and services.
supplementary farm jobs ultural sales and services.	
work experience program to in agricultural sales and	IV. Make plans for and/or obtain a part-time job in an occupation related to agricultural sales and services which will help prepare for a future career.
work stations in your ould provide training in ed to the course.	. Prepare a work schedule for a chosen work station.
ork schedule for occupational t one such station.	. ....

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
III. Integration of the supervised practice program into the course	III. Miller. Supervised Practice Agriculture.
A. Productive projects	.. ....
B. Home improvement projects	
C. Supplementary farm jobs	
D.	
IV. Occupational work experience in agricultural sales and services	IV. Binkley. Experience Programs Vocations in Agriculture, Cha
A. Locating work experience stations	. Fuller. Education for Agricu
B. Job schedules	. Hoover. Handbook of Agricult
C.	

Agricultural Sales and Services

CS	RESOURCES
upervised practice program	III. Miller. Supervised Practice in Vocational Agriculture.
cts	.. ....
projects	
rm jobs	
erience in agricultural	IV. Binkley. Experience Programs for Learning Vocations in Agriculture, Chapter 31.
perience stations	. Fuller. Education for Agricultural Occupations.
	. Hoover. Handbook of Agricultural Occupations.

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
V. Prepare a brief plan for exploring careers in agricultural sales and services.	V. Ask for an interview with you to discuss your strengths and
A. List at least one test which can be used to analyze personal strengths and weaknesses.	. As a class project, try to se guidelines for evaluating car area is explored during the c
B. List at least five criteria for evaluating careers.	. ....
C.	
VI.	VI. ....

32

VES	LEARNING ACTIVITIES
or exploring careers in services. test which can be used to trengths and weaknesses. criteria for evaluating	V. Ask for an interview with your guidance counselor to discuss your strengths and weaknesses. . As a class project, try to set up a list of guidelines for evaluating careers as each career area is explored during the course. . .... VI. ....

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
V. Career explorations	V. Hoover. Handbook of Agricult Chapter 1.
A. Personal assessment	
. Aptitudes . Attitudes . Skills . General competencies	
B. Criteria for career evaluation	
C.	
VI.	VI. ....

S	RESOURCES
nt	V. Hoover. Handbook of Agricultural Occupations, Chapter 1.
encies er evaluation	
	VI. ....

RESOURCES

UNIT: Orientation to Agricultural Sales and Services
SUB-UNIT:

BOOKS

Bender, Ralph E., Clark, Raymond and Taylor, Robert E. The FFA and You. Danville, ILL: The Interstate Printers and Publishers, Inc., 1962.

Binkley, Harold and Hammonds, Carsie. Experience Programs for Learning Vocations in Agriculture.

Fuller, Gerald R. Education for Agricultural Occupations. Danville, ILL: The Interstate Printers and Publishers, Inc.

Hoover, Norman K. Handbook of Agricultural Occupations. Danville, ILL: The Interstate Printers and Publishers, Inc. 2nd ed., 1969.

Miller, Texton R. Supervised Practice in Vocational Agriculture. Danville, ILL: The Interstate Printers and Publishers, Inc.

FILMS AND FILMSTRIPS

BULLETINS

TRANSPARENCIES

RESOURCES

to Agricultural Sales and Services

rk, Raymond and Taylor, Robert . Danville, ILL: The and Publishers, Inc., 1962. ammonds, Carsie. Experience ng Vocations in Agriculture. ucation for Agricultural Occu- ILL: The Interstate hers, Inc. ndbook of Agricultural Occu- ILL: The Interstate hers, Inc. 2nd ed., 1969. pervised Practice in Voca- Danville, ILL: The and Publishers, Inc.	**FILMS AND FILMSTRIPS**
	TRANSPARENCIES

UNIT: Basic Selling

SUB–UNIT:

OBJECTIVE(S): The student will be able to:

I. Plan a sales program for a typical agricultura

II. ....

Basic Selling

T:

CTIVE(S): The student will be able to:

I. Plan a sales program for a typical agricultural business.

II. ....

UNIT: Basic Selling
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
The student will be able to:	
I. Plan a sales program for a typical agricultural business.	I. As a class or small group pro tising program for a hypothet agricultural business.
A. Plan an advertising program for a typical and/or actual agricultural business.	. Interview local store manager advertising program used.
1. When given several newspaper ads ranging from very good to very poor, rank them accordingly.	. As a small group or indiviual radio ads, newspaper ads or T present them to the class.
2. When given several radio and/or TV commercials dealing with agricultural products which range from good to poor, rank them accordingly.	. Obtain catalogs of ads, TV co promotional materials availab manufacturers.
3. List at least 3 criteria for evaluating a given type of advertisement.	. ....
4.	
B. Plan a product and/or window display for a given or typical agricultural business.	. As a class or small group pro and/or window display for an
1. When shown pictures of three products and/or window displays, rank them in order of effectiveness.	. While visiting local agricult observe the equipment and/or
2. List at least five criteria used in evaluating a product display.	. Obtain equipment and showroom from the major agricultural s
3.	

TIVES	LEARNING ACTIVITIES
to:	
for a typical agricultural	I. As a class or small group project, plan an advertising program for a hypothetical or actual agricultural business.
ing program for a typical ricultural business.	. Interview local store managers to determine the advertising program used.
everal newspaper ads ranging od to very poor, rank them	. As a small group or indiviual project, prepare radio ads, newspaper ads or TV commercials and present them to the class.
everal radio and/or TV com- ling with agricultural ch range from good to poor, cordingly.	. Obtain catalogs of ads, TV commercials and other promotional materials available from the product manufacturers.
t 3 criteria for evaluating of advertisement.	. ....
nd/or window display for a agricultural business.	. As a class or small group project, plan a product and/or window display for an agricultural business.
ictures of three products w displays, rank them in fectiveness.	. While visiting local agricultural businesses, observe the equipment and/or showroom displays.
t five criteria used in product display.	. Obtain equipment and showroom display suggestions from the major agricultural supplies manufacturers.

UNIT: Basic Selling
SUB-UNIT:

TOPICS	RESOURCES
I. Planning sales promotion	. Rouse and Nolan. Fundamental
A. Advertising program	. Local farm machinery salesmen
. Newspaper ads	. Sales promotion division of f
. TV commercials	. Smith. Display and Promotion
B. Equipment display	. Robinson, Blacker and Logan.
. Showroom displays	. Wingate and Nolan. Fundamenta
. Yard displays	. Sales promotion division of f
	. Local farm supply salesmen
	. Smith. Display and Promotion

S	RESOURCES
otion gram ls	. Rouse and Nolan. Fundamentals of Advertising. . Local farm machinery salesmen . Sales promotion division of farm supply companies . Smith. Display and Promotion.
y lays	. Robinson, Blacker and Logan. Store Salesmanship. . Wingate and Nolan. Fundamentals of Selling. . Sales promotion division of farm supply companies . Local farm supply salesmen . Smith. Display and Promotion.

UNIT: Basic Selling
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
C. Plan a sales approach for selling a typical and/or given farm product.	. Observe demonstrations of per techniques.
1. List at least five criteria for evaluating a sales approach.	. As a class project, pair up s student role play the part of while the other plays the rol
2. List the five steps used in a typical sales approach.	. Analyze sales approaches acco technique (see reference for
3. When given demonstrations of sales approaches, select and label those selected as appropriate by an experienced salesperson.	
4. List at least five recommended items to check before meeting the customer.	
5. When given demonstrations of customer greetings, select and label those selected as appropriate by an authority on the subject, e.g., book, instructor, experienced sales person, etc.	. Observe demonstrations of and appropriate sales greeting. critique the demonstrations.
a. List at least five criteria to use in evaluating a customer greeting.	
b. List at least five recommended things to do when greeting a customer.	
6. When given demonstrations of the presentation of products to a customer, select and label those selected as appropriate by an authority.	. Observe demonstrations of and presentation of products to a the class critique the demons

TIVES	LEARNING ACTIVITIES
roach for selling a typical product. five criteria for evaluating oach. steps used in a typical ch. emonstrations of sales ap- lect and label those selected te by an experienced sales- t five recommended items to meeting the customer. emonstrations of customer elect and label those selected te by an authority on the sub- book, instructor, experienced , etc. least five criteria to use in ing a customer greeting. least five recommended things hen greeting a customer. demonstrations of the presen- roducts to a customer, select hose selected as appropriate rity.	. Observe demonstrations of person-to-person sales techniques. . As a class project, pair up students and have one student role play the part of the salesperson while the other plays the role of customer. . Analyze sales approaches according to a five step technique (see reference for five steps). . Observe demonstrations of and/or simulate an appropriate sales greeting. Have the class critique the demonstrations. . Observe demonstrations of and/or simulate the presentation of products to a customer. Have the class critique the demonstration.

UNIT: Basic Selling
SUB-UNIT:

TOPICS	RESOURCES
C. Planning the sales approach 1. Criteria for evaluation 2. Steps in making a sale 3. Sales approach 4. Presales preparation 5. Greeting the customer . Criteria for evaluating a sales greeting . Major points to consider when greeting a customer . .... 6. Presenting the product	. Robinson, Blacker and Logan. Chapters 1 and 2. . Wingate and Nolan. Fundamen Chapter 13 and 14. . The Ohio State University. ship. . Ernest. Basic Salesmanship.

CS	RESOURCES
les approach	. Robinson, Blacker and Logan. Store Salesmanship Chapters 1 and 2.
r evaluation	. Wingate and Nolan. Fundamentals of Selling, Chapter 13 and 14.
king a sale	. The Ohio State University. Selling and Salesmanship.
ach	. Ernest. Basic Salesmanship.
eparation	
e customer	
for evaluating a sales	
ints to consider when greeting er	
the product	

UNIT: Basic Selling
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
a. List at least five criteria for evaluating the presentation of products to a customer. b. List at least three means of relating a product to the needs of a customer. c.	
7. When given demonstrations of overcoming sales resistance, select and label those selected as appropriate by an authority. a. List at least five criteria for evaluating methods used to overcome the customer's resistance. b. List the five items of sales resistance about which the customer must make a decision.	. Observe demonstrations of coming sales resistance. strations.
8. When given demonstrations of closing a sale, select and label those chosen as appropriate by an authority. a. List at least five criteria for evaluating a sales closing. b. List at least five recommended steps to closing a sale. c.	. Observe demonstrations of closing of a sale. Have t the demonstrations.
9.	. ....

TIVES	LEARNING ACTIVITIES
least five criteria for ng the presentation of pro- a customer.	
least three means of relating t to the needs of a customer.	
emonstrations of overcoming ance, select and label those appropriate by an authority.	. Observe demonstrations of and/or simulate overcoming sales resistance. Critique the demonstrations.
least five criteria for evalethods used to overcome the 's resistance.	
five items of sales resistout which the customer must decision.	
emonstrations of closing a and label those chosen as by an authority.	. Observe demonstrations of and/or simulate the closing of a sale. Have the class critique the demonstrations.
least five criteria for eval- a sales closing.	
least five recommended steps ing a sale.	
	. ....

UNIT: Basic Selling
SUB-UNIT:

TOPICS	RESOURCES
a. Criteria for evaluating presentation b. Means of relating product to need c.	
7. Overcoming sales resistance a. Criteria for evaluating salesman performance b. Types of sales resistance c.	. Robinson, Blacker and Loga manship, Chapter 4. . Wingate and Nolan. Fundam Chapter 17. . Local farm supply store ma . The Ohio State University. Salesmanship. . Ernest. Basic Salesmanshi . ....
8. Closing a sale a. Criteria for evaluating a closing sale b. Steps in closing a sale c.	. Robinson, Blacker and Loga ship, Chapters 5, 6 and 7. . Wingate and Nolan. Fundam Chapter 18. . Local farm supply store ma . The Ohio State University. Salesmanship. . ....
9.	
II.	II. ....

	RESOURCES
for evaluating presentation relating product to need	
les resistance for evaluating salesman ce sales resistance	. Robinson, Blacker and Logan. Store Salesmanship, Chapter 4. . Wingate and Nolan. Fundamentals of Selling, Chapter 17. . Local farm supply store managers or salesmen . The Ohio State University. Selling and Salesmanship. . Ernest. Basic Salesmanship. . ....
e for evaluating a closing sale closing a sale	. Robinson, Blacker and Logan. Store Salesmanship, Chapters 5, 6 and 7. . Wingate and Nolan. Fundamentals of Selling, Chapter 18. . Local farm supply store managers or salesmen . The Ohio State University. Selling and Salesmanship. . ....

RESOURCES

UNIT: Basic Selling
SUB-UNIT:

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Rouse and Nolan. Fundamentals of Advertising. Cincinnati, Ohio: Southwestern Publishing Company, 6th edition.

Smith, Gary R. Display and Promotion. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Wingate, J.W. and Nolan, C.A. Fundamentals of Selling. Cincinnati, Ohio: Southwestern Publishing Company, 7th edition, 1964.

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TRANSPARENCIES

RESOURCES

ic Salesmanship. New York: w-Hill Company, 1969. ucation Curriculum Materials d Salesmanship. Columbus, e University. d Logan. Store Salesmanship. : Prentice Hall, Inc., 5th ndamentals of Advertising. outhwestern Publishing .	**FILMS AND FILMSTRIPS**
lay and Promotion. New York: w-Hill Book Company, 1970. lan, C.A. Fundamentals of , Ohio: Southwestern Pub- edition, 1964.	**TRANSPARENCIES**

UNIT: Farm Supply Store Management

SUB–UNIT:

OBJECTIVE(S): The student will be able to:

I. Plan a typical farm supply store operation.

II. ....

UNIT: Farm Supply Store Management
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
The student will be able to: I. Plan a typical farm supply store operation. A. Select a profitable site for locating a given type of farm supply store. 1. List at least five criteria to consider in locating a farm supply store. 2. List at least five types of farm supply stores. 3.	I. As a small group or class proj farm supply store operation. A. Obtain a local town or cit ible farm supply store sit to the location of existin sites.

TIVES	LEARNING ACTIVITIES
o: pply store operation. e site for locating a given y store. five criteria to consider in m supply store. five types of farm supply	I. As a small group or class project plan a typical farm supply store operation. A. Obtain a local town or city map and mark possible farm supply store sites. Compare these to the location of existing farm supply store sites.

UNIT: Farm Supply Store Management
SUB-UNIT:

TOPICS	RESOURCES
I. Planning a typical farm store operation	I. Walsh/Joy/Hoover. Selling Farm
	. Local farm supply store mana
	. Weyant/Hoover/McClay. An In Agricultural Business and In
A. Selecting a profitable site	A. Agricultural supply company
1. Criteria for selection . Land cost . Space . Convenience to farmers	. Farmers' Cooperative Exchang
2. Types of farm supply stores . Coop stores . Private . General . Specialized . Feed . Seed . Fertilizer	. ....
3.	

	RESOURCES
rm store operation table site selection e to farmers supply stores ized ilizer	I. Walsh/Joy/Hoover. Selling Farm and Garden Supplies . Local farm supply store managers . Weyant/Hoover/McClay. An Introduction to Agricultural Business and Industry. A. Agricultural supply company representatives . Farmers' Cooperative Exchange . ....

UNIT: Farm Supply Store Management
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
B. Estimate the volume of sales of a given product in a selected community.	B. Determine from local farm su the volume of selected produ
1. List at least five factors which influence the volume of a selected farm product sold in a given community.	. While interviewing a distric tive of an agricultural supp to discuss means of estimati
2. Cite at least one source of sales volume information.	. ....
3.	
C. Select an appropriate inventory for a given farm store in a selected community.	C. Obtain a recommended invento farm supply store from the F Exchange.
1. Cite at least one source of help in selecting an inventory.	. While interviewing a distric a company selling agricultur him to provide guidelines fo inventory of items to be sol
2. List the major categories of items to be inventoried for a selected store.	. As a class project, and with the owner, prepare a rough i farm supply store.
3.	. ....

IVES	LEARNING ACTIVITIES
of sales of a given product mity.	B. Determine from local farm supply store managers the volume of selected products sold.
five factors which influence selected farm product sold unity.	. While interviewing a district sales representative of an agricultural supply company, ask him to discuss means of estimating sales volume.
one source of sales volume	. ....
ate inventory for a given lected community.	C. Obtain a recommended inventory for a typical farm supply store from the Farmers' Cooperative Exchange.
one source of help in nventory.	. While interviewing a district sales manager for a company selling agricultural supplies, ask him to provide guidelines for selecting an inventory of items to be sold.
r categories of items to be or a selected store.	. As a class project, and with the permission of the owner, prepare a rough inventory of a local farm supply store.
	. ....

UNIT: Farm Supply Store Management
SUB-UNIT:

TOPICS	RESOURCES
B. Estimating the volume of sales	B. Agricultural supply company r
1. Factors to consider . Type of farming . Number of farms	. Local farm store managers or
2. Sources of sales volume information	. Farmers' Cooperative Exchange
3.	. ....
C. Selecting an inventory	C. Agricultural supply company r
1. Sources of inventory information	. Local farm store managers or
2. Categories of materials to be inventoried	. Farmers' Cooperative Exchange
3.	. ....

	RESOURCES
e of sales	B. Agricultural supply company representatives
der ng ms	. Local farm store managers or salespeople
volume information	. Farmers' Cooperative Exchange
	. ....
ry	C. Agricultural supply company representatives
tory information	. Local farm store managers or salespeople
terials to be inventoried	. Farmers' Cooperative Exchange
	. ....

UNIT: Farm Supply Store Management
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVI
D. Select the services to be provided by a given farm supply store.	D. As a class or small group proj services offered by local farm
1. Cite at least five criteria for selecting services to be offered.	. Prepare a list of guidelin services to be provided in
2. List at least ten types of services frequently offered by farm supply stores.	. While interviewing local f ask them to discuss the re of various services such a tion, seeding, feed mixing
3.	. ....
E. Select and/or diagram the facilities needed for a selected type of farm supply store.	E. Obtain floor plans for typica perhaps through the Farmers'
1. Cite at least five criteria for selecting facilities for a given or selected farm supply store.	. Obtain a floor plan of a loca
2. List at least five types of buildings frequently used in a farm supply store.	. As a small group project draw typical farm supply store.
3. Compare and contrast the major types of buildings.	. ....
4.	

TIVES	LEARNING ACTIVITIES
be provided by a given farm criteria for selecting red. types of services frequently pply stores. the facilities needed for a upply store. criteria for selecting faci- or selected farm supply store. types of buildings frequently ply store. st the major types of build-	D. As a class or small group project, survey the services offered by local farm supply stores. . Prepare a list of guidelines for selecting services to be provided in a given community. . While interviewing local farm store managers, ask them to discuss the relative profitability of various services such as fertilizer application, seeding, feed mixing, etc. . .... E. Obtain floor plans for typical farm supply stores- perhaps through the Farmers' Cooperative Exchange. . Obtain a floor plan of a local farm supply store. . As a small group project draw a floor plan for a typical farm supply store. . ....

UNIT: Farm Supply Store Management
SUB-UNIT:

TOPICS	RESOURCES
D. Selecting services to be provided	D. Local farm store managers or sa
1. Criteria for selection . Profitability . Effect on sales of other items	. Farmers' Cooperative Exchang
2. Types of services offered . Custom work . Fertilizing . Pesticide spraying . Planting . .... . Feed mixing . Post treatment	. ....
E. Selecting facilities	E. Farmers' Cooperative Exchange
1. Criteria for selection	. Local farm store managers
2. Types of buildings	. ....
3. Building type comparison	
4.	

CS	RESOURCES
be provided tion of other items offered praying ction s parison	D. Local farm store managers or salespeople. . Farmers' Cooperative Exchange. . .... E. Farmers' Cooperative Exchange . Local farm store managers . ....

UNIT: Farm Supply Store Management
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
F. Plan an advertisement program for a selected farm supply store.	F. As a class project plan an ad typical farm supply store. F or pair of students could do others did radio, TV, posters
1. List the major methods or media used for advertising by farm supply stores.	. Determine the type of adve local farm supply stores.
2. Compare and contrast the major media used for advertising.	. Prepare a file of farm sup local newspapers.
3.	. ....
G. Determine the personnel needs for a selected farm supply store.	G. Determine the number of peopl farm supply businesses by job
1. List the major job positions in a typical or selected farm supply business.	. Interview persons working stores to determine tasks p tencies needed.
2. List the major tasks performed by persons in each of the major job positions.	. ....
3. List the major competencies needed by persons in each of the major job positions.	
4.	

ECTIVES	LEARNING ACTIVITIES
nt program for a selected	F. As a class project plan an advertisement for a typical farm supply store. Perhaps one group or pair of students could do newspaper ads, while others did radio, TV, posters, displays, etc.
methods or media used for farm supply stores.	. Determine the type of advertising done by local farm supply stores.
trast the major media used .	. Prepare a file of farm supply store ads from local newspapers.
	. ....
nnel needs for a selected farm	G. Determine the number of people working in local farm supply businesses by job title.
job positions in a typical or upply business.	. Interview persons working at local farm supply stores to determine tasks performed and competencies needed.
tasks performed by persons in or job positions.	. ....
competencies needed by persons major job positions.	

UNIT: Farm Supply Store Management
SUB-UNIT:

TOPICS	RESOURCES
F. Planning an advertisement program	F. Antrim. Advertising.
1. Methods or media used . Newspaper . Billboard . Radio . TV	. Local farm store managers
2. Effectiveness comparison	. Local media salesmen
3.	. Weyant/Hoover/McClay. An I Agricultural Business and I
	. ....
G. Determining personnel needs	G. Local farm store managers
1. Job positions . Owner . Manager . Sales person . Bookkeeper	. Farmers Cooperative Exchang
2. Major tasks performed	. ....
3. Major competencies needed	
4.	

	RESOURCES
nt program	F. Antrim. Advertising.
ed	. Local farm store managers
rison	. Local media salesmen . Weyant/Hoover/McClay. An Introduction to Agricultural Business and Industry, pp. 222-226. . ....
eeds	G. Local farm store managers . Farmers Cooperative Exchange
ped	. ....
needed	

UNIT: Farm Supply Store Management
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
H. Set up and operate a record keeping system for a selected farm supply store.	H. Invite a manager/or bookkeeper supply store to visit the clas records kept by the store.
1. List the major types of records required, e.g., personnel, sales records, accounts receivable, accounts payable, inventory, payroll, cash, general ledger, profit and loss statement and balance sheet.	. Visit a local farm supply sto manager or bookkeeper to deter records kept.
2. Read and interpret a given record.	. Prepare a list of records kept supply store.
3. Maintain and file a selected record.	. Invite the school bookkeeping class and describe the records farm supply store.
4. Analyze a typical day's business in terms of amount of sales (money taken in), volume of merchandise sold and amount of sales tax collected.	
5. Analyze a typical (actual or hypothetical) farm supply store business in terms of fixed capital and flow of capital.	. Practice reading and interpret supply store records.

VES	LEARNING ACTIVITIES
cord keeping system for a re.	H. Invite a manager/or bookkeeper for a local farm supply store to visit the class and discuss the records kept by the store.
of records required, e.g., cords, accounts receivable, ventory, payroll, cash, fit and loss statement and	. Visit a local farm supply store and interview the manager or bookkeeper to determine the types of records kept.
given record.	. Prepare a list of records kept by a typical farm supply store.
selected record.	. Invite the school bookkeeping teacher to visit the class and describe the records kept by a typical farm supply store.
ay's business in terms of ney taken in), volume of d amount of sales tax	
actual or hypothetical) usiness in terms of fixed capital.	. Practice reading and interpreting selected farm supply store records.

UNIT: Farm Supply Store Management
SUB-UNIT:

TOPICS	RESOURCES
H. Setting up and operating the record keeping system	H. Farmers' Cooperative Exchange
1. Types of records . Personnel . Accounts receivable . Sales . Accounts payable . Cash . General ledger . Payroll . Profit and loss statement . Inventory . Balance sheet	. Local teacher of high school b
2. Reading and interpreting records	. Local farm store bookkeepers
3. Maintaining and filing records	. Weyant/Hoover/McClay. An Intr tural Business and Industry.
4. Analyzing the business . Daily . Monthly . Weekly . Yearly	. ....
5. Analyzing the business . Fixed capital . Working capital . Flow of capital . Overhead . Insurance . Interest . Taxes . Transportation . Wages and salaries	. Weyant/Hoover/McClay. An Intr Agricultural Business and Indu

tore Management

CS	RESOURCES
ing the record keeping system	H. Farmers' Cooperative Exchange . Local teacher of high school bookkeeping course
. Accounts receivable . Accounts payable . General ledger . Profit and loss statement . Balance sheet	
preting records	. Local farm store bookkeepers
illing records	. Weyant/Hoover/McClay. An Introduction to Agricultural Business and Industry.
iness . Monthly . Yearly	. ....
iness	. Weyant/Hoover/McClay. An Introduction to Agricultural Business and Industry.
l l	
ion alaries	

UNIT: Farm Supply Store Management
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
6. When given the bank balance statement for a previous month, the accounts receivable balance at the beginning of the month, and a listing of all daily business transactions for the current month, prepare the following form: 1) a perpetual inventory form 2) a price list 3) sales tickets 4) accounts receivable ledgers 5) purchase order forms 6) daily cash balance forms 7) deposit forms and determine the bank balance and accounts receivable at the end of the month.	6. As a class or small group fictitious set of transac prepared set - see refere typical forms needed to actions. Check the final racy.
7.	7. ....
I. Receive, check and store agricultural supplies.	I. While visiting a local farm s the receiving, checking and m
1. Mark agricultural supplies. a. List at least two types of information needed on price tickets.	. While interviewing a local st mine the method(s) used to re mark supplies.
b. List at least three methods of marking.	
c.	

TIVES	LEARNING ACTIVITIES
bank balance statement for h, the accounts receivable beginning of the month, f all daily business trans- current month, prepare orm: inventory form s eivable ledgers er forms alance forms s mine the bank balance and able at the end of the month.	6. As a class or small group project, prepare a fictitious set of transactions (or use a prepared set - see reference) and a set of typical forms needed to record these transactions. Check the final balance for accuracy.
	7. ....
store agricultural supplies.	I. While visiting a local farm supply store, observe the receiving, checking and marking methods used.
al supplies. st two types of information rice tickets.	. While interviewing a local store manager, determine the method(s) used to receive, check and mark supplies.
st three methods of marking.	

UNIT: Farm Supply Store Management
SUB-UNIT:

TOPICS	RESOURCES
6. Monthly records . Perpetual inventory forms . Price lists . Sales tickets . Accounts receivable ledger . Purchase order forms . Daily cash balance forms . Deposit forms	6. OSU. Business Procedures Services.
7.	7. ....
I. Receiving, checking and storing farm supplies	I. Local farm store managers
1. Marking farm supplies a. Types of information . Stock number . Price . .... b. Methods of marking . Gummed price ticket . Rubber stamp . Pin and tie price ticket . Pencil . .... c.	. Farmers' Cooperative Exch . ....

S	RESOURCES
	6. OSU. Business Procedures Used in Agricultural Services.
ventory forms	
ts ceivable ledger der forms alance forms ms	
	7. ....
and storing farm supplies	I. Local farm store managers
upplies nformation mber	. Farmers' Cooperative Exchange
marking price ticket stamp tie price ticket	. ....

UNIT: Farm Supply Store Management
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIE
2. Store agricultural supplies	
a. List the type storage requirements needed for a selected item.	
b. State the amount of space requirement needed for a selected item.	
c.	
3.	
J. Use the major types of store equipment found in a typical farm supply store in a manner approved by the industry.	J. Observe demonstrations of a store equipment typically f stores.
1. Operate a selected cash register in a manner recommended by the manufacturer.	. Observe demonstrations of a typical cash register.
2. Operate a selected adding machine in a manner approved by the manufacturer.	. Observe demonstrations of a typical adding machine.
3. Operate selected scales in a manner approved by the industry.	. Observe demonstrations of a selected scales used in far
4. Use a telephone in an acceptable manner.	. Observe demonstrations of a telephone in a typical farm
5.	. ....
K.	K. ....
II.	II. ....

IVES	LEARNING ACTIVITIES
ral supplies e storage requirements selected item.	
nount of space requirement selected item.	
of store equipment found in ly store in a manner approved	J. Observe demonstrations of and practice using store equipment typically found in farm supply stores.
ted cash register in a manner the manufacturer.	. Observe demonstrations of and practice using a typical cash register.
ted adding machine in a by the manufacturer.	. Observe demonstrations of and practice using a typical adding machine.
d scales in a manner approved	. Observe demonstrations of and practice using selected scales used in farm supply stores.
in an acceptable manner.	. Observe demonstrations of and practice using a telephone in a typical farm supply business.
	. ....
	K. ....
	II. ....

UNIT: Farm Supply Store Management
SUB-UNIT:

TOPICS	RESOURCES
2. Storing farm supplies	
a. Types of storage	
. Shelves	
. Bins	
. Warehouses	
. ....	
b. Amount of space required	
c.	
J. Using the major types of store equipment	J. Local farm store managers or
1. Operating a cash register	1. Manufacturers' manual
	. VAS. The Use of the Cash
	. ....
2. Operating an adding machine	2. Manufacturers' manual
3. Operating scales	3. Manufacturers' manual
4. Using the telephone	4. ....
5.	
K.	K. ....
II.	II. ....

	RESOURCES
plies rage	
s	
ace required	
s of store equipment	J. Local farm store managers or salespersons
register	1. Manufacturers' manual . VAS. The Use of the Cash Register. . ....
ding machine	2. Manufacturers' manual
s	3. Manufacturers' manual
hone	4. ....
	K. ....
	II. ....

RESOURCES

UNIT: Farm Supply Management
SUB-UNIT:

BOOKS

Antrim, William H. Advertising. New York: Gregg Division/McGraw-Hill Book Co., 1970.

University of Illinois. The Use of the Cash Register. Urbana, ILL: Vocational Agricultural

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Weyant, J. Thomas, et. al. An Introduction to Agricultural Business and Industry. Danville, ILL: The Interstate Printers and Publishers, Inc., 1965.

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BULLETINS

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Advertising. New York: Gregg Hill Book Co., 1970.
nois. The Use of the Cash a, ILL: Vocational Agricultural , et al. Selling Farm and Garden ork: Gregg Division/McGraw-Hill 71.
et. al. An Introduction to iness and Industry. Danville, tate Printers and Publishers,

FILMS AND FILMSTRIPS

TRANSPARENCIES

UNIT: Business Procedures

SUB-UNIT:

OBJECTIVE(S): The student will be able to:

I. Set up and maintain a simplified fictitious inven
typical of an agricultural business.

II. Select and calculate an acceptable mark-up price
item (s).

III. Calculate the carrying charge on an item not paid
30 days of purchase.

IV. Using a typical sales tax rate table, calculate t
due on selected taxable purchases.

V. Complete a typical sales ticket.

VI. Complete a typical monthly statement.

VII. Calculate a typical daily or monthly cash balance

VIII. ....

Business Procedures

NIT:

JECTIVE(S): The student will be able to:

I. Set up and maintain a simplified fictitious inventory typical of an agricultural business.

II. Select and calculate an acceptable mark-up price for a selected item (s).

III. Calculate the carrying charge on an item not paid for within 30 days of purchase.

IV. Using a typical sales tax rate table, calculate the sales tax due on selected taxable purchases.

V. Complete a typical sales ticket.

VI. Complete a typical monthly statement.

VII. Calculate a typical daily or monthly cash balance.

VIII. ....

UNIT: Business Procedures
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
The student will be able to:	
I. Set up and maintain a simplified fictitious inventory typical of an agricultural business.	I. As a class or small group projec tain a simplified fictitious inv an agricultural business. (See forms provided in reference.)
A. Define the term balanced inventory (in the context of bookkeeping).	A. ....
B. Classify selected items, according to inventory profit categories: profitable items, low profit items - yet necessary for inventory, loss items- yet necessary for inventory.	B. While visiting a local busin manager to list items which which are not profitable. A reasons for carrying such it
C. Define the term turnover rate.	C. ....
D. List at least five management uses of inventory.	D. ....
E. List at least six items recorded in a typical end of-month inventory, e.g., number , description of item, units, etc.	E. Obtain, discuss and file a t inventory form(s). (See ref
F. List the major types of information recorded in a perpetual inventory form.	F. Obtain, discuss and file a t inventory form.
G. Complete a typical purchase order form for buying a selected item.	G. Obtain, discuss and file a t used by a local business f'r
H. Complete a typical receiving report for a fictitious but typical item.	H. Obtain, discuss and file a t by a local firm.

res

VES	LEARNING ACTIVITIES
mplified fictitious inventory al business. anced inventory (in the ng). ems, according to inventory rofitable items, low profit y for inventory, loss items- ventory. over rate. anagement uses of inventory. tems recorded in a typical end e.g., number , description s of information recorded in y form. purchase order form for buying receiving report for a cal item.	I. As a class or small gr up project, set up and maintain a simplified fictitious inventory typical of an agricultural business. (See the fictitious data forms provided in reference.) A. .... B. While visiting a local business firm ask the manager to list items which must be inventoried which are not profitable. Ask him to give reasons for carrying such items. C. .... D. .... E. Obtain, discuss and file a typical end of month inventory form(s). (See reference.) F. Obtain, discuss and file a typical perpetual inventory form. G. Obtain, discuss and file a typical purchase order used by a local business firm. H. Obtain, discuss and file a typical report used by a local firm.

UNIT: Business Procedures
SUB-UNIT:

TOPICS	RESOURCES
I. Setting up and maintaining a simplified fictitious inventory typical of an agricultural business A. Defining balanced inventory B. Classifying inventory items: . High profit . Low profit . No profit (but necessary) . .... C. Defining the term turnover rate D. Uses of inventory E. End-of-month inventory items . Number . Descriptions . Units . .... F. Perpetual inventory . In . Out . Balance . .... G. Purchase order form H. Receiving order form	I. OSU. Business Procedures Used Services - Part II.

	RESOURCES
ing a simplified fictitious agricultural business inventory ory items: necessary) urnover rate tory items n rm	I. OSU. Business Procedures Used in the Agricultural Services - Part II.

UNIT: Business Procedures
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIE
I. State the purpose of a bill of lading.	I. Obtain, discuss and file a b
J. Define the term invoice.	J. Obtain, discuss and file a t used by a local firm.
K. When given a brief fictitious inventory and a fictitious list of items bought and sold, complete a perpetual inventory form for the dates given.	K. As a class or small group co inventory form using fictiti
L.	L. ....
II. Select and calculate acceptable mark-up for a selected item.	II. As a class or small group projec and calculating an acceptable ma selected items.
A. List at least five factors to consider in selecting an acceptable mark-up for a selected item.	A. ....
B. List at least two typical fixed cost items and two typical variable cost items.	B. As a class or small group pr lating fixed and variable co sold.
C. Differentiate between mark-up on cost and mark-up on selling price.	C. Practice calculating mark-up on selling prices.
D.	D. ....

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TIVES	LEARNING ACTIVITIES
of a bill of lading.	I. Obtain, discuss and file a bill of lading.
voice.	J. Obtain, discuss and file a typical invoice used by a local firm.
fictitious inventory and a items bought and sold, com- inventory form for the dates	K. As a class or small group complete a perpetual inventory form using fictitious data.
	L. ....
cceptable mark-up for a se-	II. As a class or small group project, practice selecting and calculating an acceptable mark up price for selected items.
factors to consider in table mark-up for a selected	A. ....
typical fixed cost items and le cost items.	B. As a class or small group project, practice calculating fixed and variable costs of items to be sold.
een mark-up on cost and mark- e.	C. Practice calculating mark-up on cost and mark-up on selling prices.
	D. ....

UNIT: Business Procedures

SUB-UNIT:

TOPICS	RESOURCES
I. Bill of lading	. OSU. Business Procedures Used Agricultural Services. Part
J. Invoice	
K. Completing the perpetual inventory form	
L.	
II. Selecting and calculating mark-up	II. OSU. Business Procedures Used i Agricultural Services. Ch. III.
A. Factors to consider . Wholesale price . Overhead cost . Variable cost	
B. Fixed and variable cost items	
C. Mark-up . Mark-ups based on cost . Mark-ups based on selling price	
D.	

	RESOURCES
	. OSU. Business Procedures Used in the Agricultural Services. Part II.
tual inventory form	
ng mark-up	II. OSU. Business Procedures Used in the Agricultural Services. Ch. III.
cost items	
n cost n selling price	

UNIT: Business Procedures
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
III. Calculate the carrying charge on an item not paid for within 30 days of purchase.	III. Observe demonstrations of and p the carrying charges on items n 30 days.
IV. Using a typical sales tax rate table, calculate sales tax due on selected taxable purchases.	IV. Observe demonstrations of and pr sales tax for selected purchases
V. Complete a typical sales ticket.	V. Observe demonstrations of and pr sales tickets.
VI. Complete a typical monthly statement.	VI. Observe demonstrations of and pr typical monthly statement.
VII. Calculate the daily and/or monthly cash balance.	VII. Observe demonstrations of and p the daily and/or monthly cash b
1. Write the formula for checking the daily and/or monthly cash balance.	
2. List at least three reasons for checking the daily and/or monthly cash balance.	
3.	
VIII.	VIII. ....

...VES	LEARNING ACTIVITIES
...charge on an item not paid ...urchase.	III. Observe demonstrations of and practice calculating the carrying charges on items not paid for within 30 days.
...ax rate table, calculate ...ed taxable purchases.	IV. Observe demonstrations of and practice calculating sales tax for selected purchases.
...s ticket.	V. Observe demonstrations of and practice preparing sales tickets.
...hly statement.	VI. Observe demonstrations of and practice completing a typical monthly statement.
.../or monthly cash balance.	VII. Observe demonstrations of and practice calculating the daily and/or monthly cash balance.
...or checking the daily ... balance.	
... reasons for checking the ...y cash balance.	
	VIII. ....

UNIT: Business Procedures
SUB-UNIT:

TOPICS	RESOURCES
III. Calculating carrying charges	III. OSU. Business Procedures Used Services, Ch. IV.
IV. Calculating sales tax	IV. OSU. Business Procedures Used Services. Ch. V.
V. Completing the sales ticket	V. OSU. Business Procedures Used Services. Ch. VI.
VI. Completing a typical monthly statement	VI. OSU. Business Procedures Used Services, Ch. VII.
VII. Calculating the daily and monthly cash balance	VII. OSU. Business Procedures Used Services. Ch. VIII.
1. Formula for checking the monthly or daily cash balance	
2. Reasons for checking the daily or monthly cash balance	
3.	
VIII.	VIII. ....

	RESOURCES
arges	III. OSU. Business Procedures Used in the Agricultural Services, Ch. IV.
	IV. OSU. Business Procedures Used in the Agricultural Services. Ch. V.
icket	V. OSU. Business Procedures Used in the Agricultural Services. Ch. VI.
onthly statement	VI. OSU. Business Procedures Used in the Agricultural Services, Ch. VII.
nd monthly cash balance	VII. OSU. Business Procedures Used in the Agricultural Services. Ch. VIII.
ng the monthly or daily	
ng the daily or monthly	
	VIII. ....

RESOURCES

UNIT: Business Procedures
SUB-UNIT:

BOOKS

Ohio State University. Business Procedures Used in the Agricultural Services. Columbus, Ohio: Agricultural Education Department of the Ohio State University and the Vocational Agriculture Service, 1966.

FILMS AND FILMSTRIPS

BULLETINS

TRANSPARENCIES

RESOURCES

edures

. Business Procedures Used ervices. Columbus, Ohio: n Department of the Ohio State cational Agriculture Service,	**FILMS AND FILMSTRIPS**
	TRANSPARENCIES

UNIT: Feed Sales and Service

SUB–UNIT:

OBJECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, displ
of a typical feed or feeds.

II. With the aid of a feed computer and typical mix
formulate and mix a given quantity of a selected

III. ....

Feed Sales and Service

IT:

ECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, display and sales of a typical feed or feeds.

II. With the aid of a feed computer and typical mix mill equipment, formulate and mix a given quantity of a selected type of feed.

III. ....

UNIT: Feed Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
The student will be able to:	
I. Prepare a plan for the inventory, storage, display and sales of a typical feed or feeds.	I. As a class, small group or in plan the inventory, storage, of a typical feed or feeds.
A. Prepare a tentative inventory of a selected type of feed for a typical farm store.	A. As a class, small group o prepare an inventory for
1. Estimate the sales of a selected crop for a given season.	. Obtain from a local de a selected feed sold i store.
2. List at least 3 factors to consider in preparing an inventory for a selected type of feed.	. Visit a local feed sto amount of feed on hand
3. List the major types of feeds used in the local community, e.g., poultry, cattle, swine, etc.	. Ask a local feed deale inventory of a selecte month or by season.
4. Prepare schedule showing the sales of a selected feed(s) during a typical year.	. ....
5.	
B. Diagram, list or otherwise describe the amount, type and time during which storage is needed for a selected feed(s).	B. Visit a local feed store type of storage provided feed(s).
1. List at least five factors to consider in determining storage needs for feeds.	. Prepare a diagram of t facilities of a local supply store.
2. List at least three types of storage used for feed.	
3. ...	. ...

TIVES	LEARNING ACTIVITIES
co: inventory, storage, display feed or feeds. ve inventory of a selected typical farm store. ales of a selected crop for n. 3 factors to consider in nventory for a selected type r types of feeds used in the ty, e.g., poultry, cattle, ule showing the sales of a (s) during a typical year. otherwise describe the time during which storage elected feed(s). five factors to consider storage needs for feeds. three types of storage .	I. As a class, small group or individual project, plan the inventory, storage, display and sales of a typical feed or feeds. A. As a class, small group or individual project, prepare an inventory for a typical feed. . Obtain from a local dealer a schedule of a selected feed sold in a community feed store. . Visit a local feed store and inventory the amount of feed on hand at a selected season. . Ask a local feed dealer to provide an inventory of a selected feed carried by month or by season. . .... B. Visit a local feed store and observe the type of storage provided for a selected feed(s). . Prepare a diagram of the feed storage facilities of a local agricultural supply store. . ...

UNIT: Feed Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
I. Preparing the inventory, storage, display and sales of feeds	
A. Preparing a feed inventory	A. Walsh/Joy/Hoover. Selling Supplies. Chapter 2.
1. Estimating sales volume	. Local farm store manager
2. Factors to consider a. Past year sales b. Anticipate changes in crop demand c.	. ...
3. Determining the types of feed grown in the area.	
4. Preparing the sales schedule.	
5.	
B. Determining storage needs	B. Walsh/Joy/Hoover. Selling Supplies. Chapter 2.
. Factors to consider . Space requirement . Length of storage . Amount of protection needed	. Local farm store manager . ....
. Types of storage . Warehouse . Metal bins . Barrels	
. ....	

ervice

	RESOURCES
ory, storage, display and inventory ales volume onsider sales changes in crop demand he types of feed grown in sales schedule. ge needs sider rement torage rotection needed ge	A. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 2. . Local farm store managers or salesmen. . ... B. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 2. . Local farm store managers or salesmen. . ....

OBJECTIVES	LEARNING ACTIVITIES
C. Plan and/or construct a sales display for a selected feed crop which would meet the approval of the industry. 1. List at least two types of feed sales displays. 2. List at least five criteria to consider in planning a feed sales display. 3.	C. As a class, small group ject, construct a sales d feed or feed product. . While visiting local stores observe and co ness of feed sales di . ....
D. Provide a customer with the product knowledge needed concerning a selected feed(s). 1. Cite at least one reference which gives recommended feed rations for a selected type of livestock. 2. Read and correctly interpret a typical feed tag. 3. Using the South Carolina Department of Agriculture publication - Commercial Feed Resume determine whether or not a commercial feed meets the requirements of the department. 4. When given a reference such as Morrison's Feeds and Feeding, which provides tables showing the nutrient content of various feeds, determine the protein, fat and fiber content of selected feeds.	D. While playing salesperson a practice providing product 1. Obtain and practice usi provide product informa 2. Practice reading and in 3. Obtain and practice usi Resume. 4. Obtain and practice usi in Morrison's Feeds and mine nutrient content o

IVES	LEARNING ACTIVITIES
tructure a sales display for crop which would meet the industry.	C. As a class, small group or individual project, construct a sales display for a selected feed or feed product.
t two types of feed sales	. While visiting local agricultural supply stores observe and compare the effectiveness of feed sales displays.
t five criteria to consider a feed sales display.	. ....
with the product knowledge a selected feed(s).	D. While playing salesperson and customer, practice providing product information.
one reference which gives ed rations for a selected tock.	1. Obtain and practice using references to provide product information to customers.
ctly interpret a typical	2. Practice reading and interpreting feed tags.
h Carolina Department of blication - Commercial Feed ine whether or not a commercial requirements of the depart-	3. Obtain and practice using Commercial Feed Resume.
reference such as Morrison's ding, which provides tables utrient content of various ine the protein, fat and of selected feeds.	4. Obtain and practice using tables provided in Morrison's Feeds and Feeding to determine nutrient content of feeds.

UNIT: Feed Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
C. Planning and constructing feed sales displays	C. Walsh/Joy/Hoover. Selling Supplies. Chapter 2.
1. Types of feed displays	. Smith. Display and Pro
2. Criteria for evaluating sales displays	. Local farm store manage
3. ...	. ...
D. Providing product knowledge about feeds	D. Perry. Feed Formulation H
1. Citing references	. Walsh/Joy/Hoover. Sell Garden Supplies. Chapt
2. Interpreting feed tags	
3. Using Commercial Feed Resume to determine feed quality	. South Carolina Departme Commercial Feed Resume.
4. Interpreting Morrison's Feeds and Feeding standards	. Morrison. Morrison's F

	RESOURCES
ructing feed sales displays valuating sales displays knowledge about feeds nces feed tags ial Feed Resume to d quality Morrison's Feeds and ards	C. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 2. . Smith. Display and Promotion. . Local farm store managers or salesmen. . ... D. Perry. Feed Formulation Handbook. . Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3. . South Carolina Department of Agriculture. Commercial Feed Resume. . Morrison. Morrison's Feeds and Feeding.

UNIT: Feed Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
5. When given a Morrison feeding standard determine the requirements (digestible protein, dry matter, total digestible nutrients and net energy) for selected class and weight of livestock.	5. Obtain and practice usi in Morrison's Feeds and mine the feeding standa class ages and weights
6. List at least 6 plant sources of protein frequently used for livestock feeding.	6. Prepare a chart depicti sources of protein used stock.
7. List at least 4 animal sources of protein frequently used for livestock feed.	7. Prepare a chart depicti sources of protein used stock.
8.	8. ....
E. When given a selected type, class, age or weight of livestock, formulate a balanced ration using selected feed grains and protein supplements.	E. As a class, small group or practice formulating simple feed ingredients grown in t
. When given the ingredients to be used (grains and protein supplements), and the protein level desired, list the amount of each ingredient to be used to obtain the desired protein level.	. As a class, small group project, practice formul an animal(s) belonging t the class.
. ...	. ...

CTIVES	LEARNING ACTIVITIES
a Morrison feeding standard he requirements (digestible y matter, total digestible nd net energy) for selected eight of livestock.	5. Obtain and practice using tables provided in Morrison's Feeds and Feeding to determine the feeding standards for various class ages and weights of livestock.
st 6 plant sources of protein used for livestock feeding.	6. Prepare a chart depicting the major plant sources of protein used for feeding livestock.
st 4 animal sources of protein used for livestock feed.	7. Prepare a chart depicting the major animal sources of protein used for feeding livestock.
	8. ....
lected type, class, age or tock, formulate a balanced lected feed grains and protein	E. As a class, small group or individual project, practice formulating simple feed rations using feed ingredients grown in the local area.
he ingredients to be used protein supplements), and the l desired, list the amount of ent to be used to obtain the ein level.	. As a class, small group or individual project, practice formulating a ration for an animal(s) belonging to a student(s) in the class.
	. ...

UNIT: Feed Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
5. Interpreting standards from Morrison's Feeds and Feeding.	. Morrison. Morrison's
6. Identifying plant sources of protein	. Applicable Extension S and charts. See Avail For Farm and Home.
7. Identifying animal sources of protein	
8.	. ...
E. Formulating a balanced feed ration	E. Perry. Feed Formulation H
. Computing the amount of each feed ingredient needed for a given ration	. Walsh/Joy/Hoover. Sell Supplies. Chapter 3.
. Citing references	
. ...	. ...

	RESOURCES
standards from Morrison's ding.	. Morrison. Morrison's Feeds and Feeding.
lant sources of protein	. Applicable Extension Service bulletins and charts. See Available Publications For Farm and Home.
nimal sources of protein	. ...
nced feed ration	E. Perry. Feed Formulation Handbook.
mount of each feed led for a given ration	. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3.
ces	. ...

UNIT: Feed Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
II. With the aid of a feed computer and typical mix mill equipment, formulate and mix a given quantity of a selected type of feed.	II. As a class or small group feed for a selected purpo a feed computer to formul then practice preparing t typical feed mill.
A. When given the ingredient to be used and a feed computer, formulate a feed for a given class of livestock.	A. Observe demonstration using a feed computer feed(s) for a selecte
B. Diagram and/or label a diagram showing the major components of a typical feed mill.	B. As a class project pr ing the major compone mill.
C. Prepare a flow chart showing the major milling operations, e.g., in the case of ear corn- husking, shelling, grinding, and mixing.	C. As a class project pr of a local feed mill

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TIVES	LEARNING ACTIVITIES
eed computer and typical mix mulate and mix a given ted type of feed.	II. As a class or small group project prepare a feed for a selected purpose. Practice using a feed computer to formulate the feed and then practice preparing the feed using a typical feed mill.
ingredient to be used and a formulate a feed for a given ock.	A. Observe demonstrations of and practice using a feed computer(s) to formulate a feed(s) for a selected class of livestock.
label a diagram showing the s of a typical feed mill.	B. As a class project prepare a diagram showing the major components of a local feed mill.
hart showing the major milling , in the case of ear corn- g, grinding, and mixing.	C. As a class project prepare a flow chart of a local feed mill operation.

UNIT: Feed Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
II. Preparing a feed mixture	II. Walsh/Joy/Hoover. Selling I Supplies.
A. Using a feed computer to formulate a selected feed	A. Walsh/Joy/Hoover. Selli Supplies. . Perry. Feed Formula . Feed companies . Local farm store man . ....
B. Major components of the feed mill . Unloader . Corn husker . Corn sheller . Hammer mill . Grinder . Mixer	B. Feed mill manufacturer's . Local feed mill mana . ....
C. Feed mill flow chart	C. Feed mill manufacturers . Local feed mill mana . ....

	RESOURCES
ture	II. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.
puter to formulate a	A. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. . Perry. Feed Formulation Handbook . Feed companies . Local farm store managers and salesmen . ....
of the feed mill	B. Feed mill manufacturer's operators manuals. . Local feed mill managers . ....
chart	C. Feed mill manufacturers . Local feed mill managers . ....

UNIT: Feed Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVI
D. Operate a typical feed mill.	D. Observe demonstrations operating a local feed selected feed.
1. Label the major adjustments or controls.	. Prepare and label a major adjustments ar local feed mill to b
2. List, in sequence, the steps involved in operating the mill.	. Prepare a list of se be used in operating
3. List the major safety hazards involved in operating the mill.	. Prepare a list of sa involved in operatin
4.	. ....
E.	E. ....
III.	III. ....

CTIVES	LEARNING ACTIVITIES
pical feed mill. major adjustments or controls. sequence, the steps involved ting the mill. major safety hazards involved ting the mill.	D. Observe demonstrations of and/or practice operating a local feed mill to prepare a selected feed. . Prepare and label a diagram showing the major adjustments and controls on the local feed mill to be operated. . Prepare a list of sequential steps to be used in operating the local feed mill. . Prepare a list of safety hazards involved in operating the local feed mill. . .... E. .... III. ....

UNIT: Feed Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
D. Operating the feed mill	D. Feed mill manufacturer'
1. Major adjustments or controls	. Local feed mill mana
2. Steps in operation	. ....
3, Safety hazards	
4.	
E.	E. ....
III.	III. ....

	RESOURCES
feed mill	D. Feed mill manufacturer's operating manuals
ustments or controls	. Local feed mill managers
operation	. ....
zards	
	E. ....
	III. ....

RESOURCES

UNIT: Feed Sales and Service
SUB-UNIT:

BOOKS

Morrison, Frank B. Morrison's Feeds and Feeding. Danville, ILL: Interstate Printers and Publishers, Abridged Ed.

Perry, T. W. Feed Formulation Handbook, Danville, ILL: The Interstate Printers and Publishers, Inc.

Smith, Gary R. Display and Promotion. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Walsh, L. A. et al, Selling Farm and Garden Supplies. New York: Gregg Division/McGraw-Hill Book Company, 1971.

FILMS AND FILMSTRIPS

BULLETINS

Purdue Cooperative Extension Service, Lafayette, Indiana.

Good Feed Mixing Practices

South Carolina Department of Agriculture.

Commercial Feed Resume

Clemson University Extension Service.

See Available Publications for Farm and Home.

TRANSPARENCIES

RESOURCES

d Service

Morrison's Feeds and Feed- L: Interstate Printers and ed Ed. Formulation Handbook, Danville, te Printers and Publishers, Inc. play and Promotion. New York: raw-Hill Book Company, 1970. Selling Farm and Garden k: Gregg Division/McGraw-Hill .	**FILMS AND FILMSTRIPS**
Extension Service, Practices artment of Agriculture. Resume Extension Service. blications for Farm and Home.	**TRANSPARENCIES**

UNIT: Seed Sales and Service

SUB-UNIT:

OBJECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, disp
sales of seed sold in a typical farm supply sto

II. ....

Seed Sales and Service

ECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, display and sales of seed sold in a typical farm supply store.

II. ....

UNIT: Seed Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
The student will be able to: I. Prepare a plan for the inventory, storage, display and sales of seed typically sold in a farm supply store. A. Prepare a tentative inventory of seed for one or more of the more commonly grown field crops, garden crops, or lawn grasses grown in the local area. 1. Determine and list the volume of a selected seed sold by a local store in the community during the past year. 2. List at least 3 factors to consider in preparing an inventory for a selected seed crop. 3. List the major field crops, garden crops, and lawn grasses grown in the local area. 4. Prepare a schedule showing the anticipated sales of the major crop seeds by season. The schedule should be roughly in agreement with one used by a local seed dealer. 5.	I. As a class, small group or prepare a plan for the inve display and sales of a typi A. As a class, small group project, prepare an inve or more of the more com the local area. . Ask a local seed de inventory of a sele by season or by mon . ....

TIVES	LEARNING ACTIVITIES
to: he inventory, storage, seed typically sold in a ive inventory of seed for one ore commonly grown field ops, or lawn grasses grown a. nd list the volume of a ed sold by a local store in ty during the past year. st 3 factors to consider in n inventory for a selected jor field crops, garden crops, asses grown in the local area. chedule showing the antici- of the major crop seeds by e schedule should be roughly t with one used by a local .	I. As a class, small group or individual project, prepare a plan for the inventory, storage, display and sales of a typical seed. A. As a class, small group or individual project, prepare an inventory of seed for one or more of the more commonly grown crops in the local area. . Ask a local seed dealer to provide an inventory of a selected seed(s) carried by season or by month. . ....

UNIT: Seed Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
I. Preparing the inventory, storage, display and sales of seeds	I.
A. Preparing a seed inventory	A. Walsh/Joy/Hoover. Sell Garden Supplies. Chapt
1. Estimating sales volume	. Local farm store mar
2. Factors to consider a. Past year sales b. Anticipated changes in demand c.	. ....
3. Demand by crop . Field crops . Garden crops . Lawn grasses	
4. Sales schedule by month or season	
5.	

	RESOURCES
ry, storage, display inventory les volume nsider sales ed changes in demand p s ps es e by month or season	I. A. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3. . Local farm store managers or salesmen. . ....

UNIT: Seed Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
B. Diagram, list or otherwise describe the amount, type and time of storage needed for a selected seed.	B. While visiting a local store, observe the type storage required for a
1. List at least five factors to consider when determining the storage needs for a selected seed.	. As a class or small prepare a diagram of facilities used in a
2. List at least three types of storage used for seeds.	. ....
3.	
C. Plan and/or construct a sales display for a selected seed crop which meets the approval of the industry.	C. As a class or small gro a sales display fo a s
1. List at least two types of seed sales displays.	. While visiting local businesses, observe effectiveness of see
2. List at least five criteria to consider in planning a seed sales display.	. ....
3.	

CTIVES	LEARNING ACTIVITIES
otherwise describe the amount, storage needed for a selected	B. While visiting a local agricultural supply store, observe the type and amount of seed storage required for a selected crop(s). . As a class or small group project, prepare a diagram of the seed storage facilities used in a local seed store. . ....
five factors to consider ning the storage needs for a .	
three types of storage ls.	
nstruct a sales display for a crop which meets the approval y.	C. As a class or small group project, prepare a sales display for a selected seed crop.
ast two types of seed sales	. While visiting local agricultural supply businesses, observe and evaluate the effectiveness of seed sales displays.
ast five criteria to consider g a seed sales display.	. ....

UNIT:
SUB-UNIT: Seed Sales and Service

TOPICS	RESOURCES
B. Storage requirements	B. Walsh/Joy/Hoover. Selli Supplies. Chapter 3.
1. Factors to consider . Space requirements . Length of storage . Amount of protection needed	. Local farm store mana . ....
2. Types of storage . Warehouse . Metal bins . Barrels	
3.	
C. Planning and constructing a seed sales display	C. Smith, Display and Prom
1. Types of sales displays	. Walsh/Joy/Hoover. S Garden Supplies. Ch . Local farm store man
2. Criteria for evaluating seed sales displays . Neatness . Interest	. ....
3.	

	RESOURCES
nts nsider irements storage protection needed rage	B. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3. . Local farm store managers or salesmen. . ....
constructing a seed sales sales displays for evaluating seed sales ss st	C. Smith, Display and Promotion. . Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3. . Local farm store managers or salesmen. . ....

UNIT: Seed Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIE
D. Provide a customer with the product knowledge needed concerning a selected or selected seed crops.	D. Role play salesperson and mates. In the role of sal using references or charts with needed information.
1. Cite at least one reference which gives recommended planting rates, planting dates, spacings, depth of planting, etc., correctly.	1. Obtain or prepare a fi other references neede knowledge or customer
	. While visiting local a observe the references to provide product kno
2. Calculate the amount of seed required to plant a given acreage at a given spacing.	2. As a class or small gr calculating the amount seed an acre of a chos
3. Using Extension Service bulletins or other reliable sources, correctly advise a customer as to the recommended variety of a selected crop.	3. Obtain and use Extensi to select recommended
4. Using Extension Service bulletins or other reliable sources of information, correctly advise a customer as to the recommended planting rates, planting dates, spacings and depth of planting required for selected crops.	4. Obtain and use Extensi to select recommended planting rates, planti etc., for a chosen cro
5. Read and correctly interpret a typical seed tag.	5. Obtain and practice in
a. List at least three items specified in Federal law pertaining to seed tags.	. Invite a local seed st person to interpret a

IVES	LEARNING ACTIVITIES
with the product know- rning a selected or s.	D. Role play salesperson and customer with classmates. In the role of salesperson, practice using references or charts to provide customers with needed information.
one reference which gives lanting rates, planting s, depth of planting, etc.,	1. Obtain or prepare a file of charts and other references needed to provide product knowledge or customer information. . While visiting local agricultural businesses observe the references used by salespersons to provide product knowledge.
amount of seed required to acreage at a given spacing.	2. As a class or small group project, practice calculating the amount of seed required to seed an acre of a chosen crop.
on Service bulletins or other ces, correctly advise a cus- he recommended variety of a .	3. Obtain and use Extension Service bulletins to select recommended varieties.
on Service bulletins or other ces of information, correctly omer as to the recommended s, planting dates, spacings planting required for selected	4. Obtain and use Extension Service bulletins to select recommended planting dates, planting rates, planting depths, spacings, etc., for a chosen crop.
rectly interpret a typical	5. Obtain and practice interpreting seed tags.
least three items specified l law pertaining to seed tags.	. Invite a local seed store manager or salesperson to interpret a typical seed tag.

UNIT: Seeds Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
D. Providing customers with product knowledge	D. Walsh/Joy/Hoover. Selling F Supplies. Chapter 3.
1. References	. Applicable Extension Service chart - See Available Public and Home.
2. Calculating the amount of seed required	. Seed company guides.
3. Selecting seed varieties	. ....
4. Advising customers concerning planting dates, planting rates, planting depths, spacing, etc.	
5. Interpreting seed tags	5. Walsh/Joy/Hoover. Selli Supplies. Chapter 3.
a. Items required by Federal Law	. Applicable Extension Se and charts - see Availab For Farm and Home.

	RESOURCES
s with product knowledge	D. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3. . Applicable Extension Service Bulletins and chart - See Available Publications For Farm and Home.
e amount of seed required	. Seed company guides.
varieties	. ....
mers concerning planting g rates, planting depths,	
eed tags	5. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3.
ired by Federal Law	. Applicable Extension Service Bulletins and charts - see Available Publications For Farm and Home.

UNIT: Seed Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
b. List at least three items specified in state laws pertaining to seed tags.	. ....
c. List at least six items commonly listed on a typical seed tag.	
d.	
6. List at least two reasons why certified seed are likely to be superior to non-certified seed.	6. Invite a certified see local community to des of certified seed.
7. List the major reasons for inoculating seed.	7. Prepare a demonstratio effects of seeds not i inoculated seed.
a. List at least five types of seed which should be inoculated.	
b. List at least one procedure to inoculate seed.	
c.	
8. List at least two reasons for treating seed.	8. ....
9. List at least five safety hazards involved in handling treated seed.	9. Obtain, display and r treatment warning.

IVES	LEARNING ACTIVITIES
st three items specified ws pertaining to seed tags.	. ....
st six items commonly listed l seed tag.	
wo reasons why certified to be superior to non-	6. Invite a certified seed producer in the local community to describe the production of certified seed.
reasons for inoculating	7. Prepare a demonstration contrasting the effects of seeds not inoculated and inoculated seed.
st five types of seed which noculated.	
st one procedure to eed.	
wo reasons for treating seed.	8. ....
five safety hazards involved ated seed.	9. Obtain, display and read seed tags with treatment warning.

UNIT: Seeds Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
b. Items required by State Law	. Ohio State University. Manual.
c. Other items	. ....
d.	
6. Reasons for using certified seed	6. Ohio State University. Manual.
7. Reasons for inoculation	7. Ohio State University. Manual.
. Seeds which require inoculation	
. Methods of inoculation	
. ....	
8. Reasons for treating seed	8. Ohio State University.
. Disease control	. Walsh/Joy/Hoover. Se Supplies.
. Insect control	. ....
. ....	
9. Safety hazards involving seed treatment	9. Ohio State University.
	. Walsh/Joy/Hoover. Se Supplies.

	RESOURCES
d by State Law	. Ohio State University. Seeds - Student Manual. . ....
certified seed	6. Ohio State University. Seeds - Student Manual.
lation	7. Ohio State University. Seeds - Student Manual.
quire inoculation	
oculation	
ting seed	8. Ohio State University. Seeds - Student Manual
ol	. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.
l	. ....
nvolving seed treatment	9. Ohio State University. Seeds - Student Manual
	. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.

UNIT: Seed Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIE
10. List at least two safety requirements pertaining to treated seed.	10. Prepare and display a treatment safety regul
11. List at least five criteria for selecting a variety of a chosen crop.	11. As a small group proje to list criteria for e variety.
12. List, diagram or otherwise overtly describe the major steps in the production of a hybrid plant.	12. As a class or small gr seeds of a flower which from seed", e.g., came differences. . Prepare a chart depicti a hybrid seed corn. . ....
13. When given a seed tag showing the percentage of weed, the number of pounds of the seed to be sown per acre and the number of weed seed per pound, calculate the number of weed seed which will be sown per acre.	13. Practice calculating t which will be sown per
14.	14. ....
E. Weigh a given quantity of seed using a selected type of scale.	E. Practice using various types seed. Hopefully smaller sca in the classroom. If not, a allow the use of his scales stration of the use of such . Observe a demonstration of a the more commonly used seed
F. ...	
II. ...	...

ce

VES	LEARNING ACTIVITIES
wo safety requirements reated seed.	10. Prepare and display a list of seed treatment safety regulations.
ve criteria for selecting a osen crop.	11. As a small group project, ask local farmers to list criteria for evaluating a seed variety.
r otherwise overtly describe in the production of a	12. As a class or small group project plant seeds of a flower which does not "come true from seed", e.g., camellia and observe the differences. . Prepare a chart depicting the production of a hybrid seed corn. . ....
eed tag showing the percentage umber of pounds of the seed acre and the number of weed , calculate the number of h will be sown per acre.	13. Practice calculating the number of weed seed which will be sown per acre. 14. ....
ity of seed using a selected	E. Practice using various types of scales to weigh seed. Hopefully smaller scales will be available in the classroom. If not, a local dealer might allow the use of his scales or provide a demonstration of the use of such scales. . Observe a demonstration of and/or practice using the more commonly used seed scales. ...

UNIT: Seed Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
10. Safety requirements	10. Ohio State University. Se
	. Walsh/Joy/Hoover. Selling Supplies.
11. Criteria for selecting varieties	11. Walsh/Joy/Hoover. Selling Supplies.
	. Ohio State University. Se
	. ....
12. Steps in the production of hybrids	12. Ohio State University. Se
13. Calculating seed requirement per acre for a desired spacing	13. Ohio State University. Se
14. ...	14. ...
E. Weighing seed	E. Walsh/Joy/Hoover. Selling Farm Chapter 3.
. Small scales	. Scale manufacturer's operating
. Large platform scales	. Local farm store managers or sa
. ...	
F. ...	F. ...
II. ...	II. ...

	RESOURCES
ents	10. Ohio State University. Seeds - Student Manual
	. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.
lecting varieties	11. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.
	. Ohio State University. Seeds - Student Manual
	. ....
roduction of hybrids	12. Ohio State University. Seeds - Student Manual
eed requirement per acre for cing	13. Ohio State University. Seeds - Student Manual
	14. ...
	E. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 3.
cales	. Scale manufacturer's operating manual
	. Local farm store managers or salesmen
	F. ...
	II. ...

RESOURCES

UNIT: Seed Sales and Service
SUB-UNIT:

BOOKS

Smith, Gary R. Display and Promotion. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Walsh, L. A. et al, Selling Farm and Garden Supplies. New York: Gregg Division, McGraw-Hill Book Company, 1971.

FILMS AND FILMSTRIPS

BULLETINS

Clemson University Cooperative Extension Service, Clemson, SC 29631.

See-Available Publications for Farm & Home for the following types of publications:

- Annual crop variety bulletins
- Annual crop production bulletins
- Annual Home Garden circulars
- Vegetable leaflets

Ohio State University, Columbus, Ohio.

Seeds - Student Manual.

TRANSPARENCIES

RESOURCES

and Service

splay and Promotion. Division/McGraw-Hill Book , Selling Farm and Garden ork: Gregg Division, McGraw- y, 1971.	**FILMS AND FILMSTRIPS**
y Cooperative Extension Service, 1. lications for Farm & Home for es of publications: iety bulletins duction bulletins den circulars lets sity, Columbus, Ohio. Manual.	**TRANSPARENCIES**

UNIT: Fertilizer Sales and Service

SUB–UNIT:

OBJECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, displa
sales of a typical fertilizer material.

II. ....

Fertilizer Sales and Service

UNIT:

OBJECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, display and sales of a typical fertilizer material.

II. ....

UNIT: Fertilizer Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
The student will be able to:	
I. Prepare a plan for the inventory, storage, display and sales of a typical fertilizer material.	I. As a class, small group or plan the storage, display a typical fertilizer(s) mater local area.
A. Prepare a tentative inventory of a selected type of fertilizer sold in a typical farm store.	A. As a class or small gro inventory for a selecte zer(s) sold in a local
1. Estimate the yearly sales volume of a selected type of fertilizer material.	. While visiting a local from the manager the ye a selected fertilizer m
2. List at least 3 factors to consider in preparing an inventory for a selected type of fertilizer material.	. If possible obtain a sc fertilizer sold in the
3. List the major types of fertilizers used.	. Prepare a list of the m tilizer used in the loc
4. Prepare a schedule showing the anticipated sales of the major type of fertilizers by season. The schedule should roughly be in agreement with one used by a local fertilizer dealer.	. ....
5.	

TIVES	LEARNING ACTIVITIES
e to:	
the inventory, storage, f a typical fertilizer	I. As a class, small group or individual project, plan the storage, display and sales of a typical fertilizer(s) material used in the local area.
tive inventory of a selected zer sold in a typical farm	A. As a class or small group project plan an inventory for a selected type of fertilizer(s) sold in a local farm supply store.
e yearly sales volume of a pe of fertilizer material.	. While visiting a local farm store determine from the manager the yearly sales volume of a selected fertilizer material(s).
st 3 factors to consider in n inventory for a selected tilizer material.	. If possible obtain a schedule of a selected fertilizer sold in the community feed store.
jor types of fertilizers	. Prepare a list of the major types of fertilizer used in the local community.
chedule showing the antici- of the major type of ferti- eason. The schedule should in agreement with one used fertilizer dealer.	. ....

UNIT:
SUB-UNIT: Fertilizer Sales and Service

TOPICS	RESOURCES
I. Preparing the inventory, storage, display and sales of fertilizer materials	I. Walsh/Joy/Hoover. Selling Supplies. Chapter 6.
A. Preparing a fertilizer inventory	A. Walsh/Joy/Hoover. Sel Supplies. Chapter 6.
1. Estimating yearly sales volume	. Local farm supply stor salesmen.
2. Factors to consider . Past year sales . Anticipated changes in demand	. McVicker. Using Comm . National Plant Food In ilizer Handbook. . ....
3. Types of fertilizer . Gases . Anhydrous ammonia . Liquids . Solids	
4. Anticipated sales schedule	
5.	

S	RESOURCES
tory, storage, display and materials tilizer inventory yearly sales volume consider r sales ted changes in demand rtilizer ydrous ammonia sales schedule	I. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 6. A. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 6. . Local farm supply store managers or salesmen. . McVicker. Using Commerical Fertilizers . National Plant Food Institute. The Fertilizer Handbook. . ....

UNIT: Fertilizer Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVI
B. Diagram, list or otherwise describe the amount, type and time of storage needed for a selected fertilizer material.	B. Visit a local farm supply the type and amount of st a selected fertilizer mat
1. List at least five factors to consider when determining the storage needs.	. Prepare a diagram of t facilities of a local
2. List at least three types of storage used for fertilizer materials.	. ....
3.	
C. Plan and/or construct a sales display for a selected fertilizer material which meets the approval of the industry.	C. As a class, small group c construct a sales displa fertilizer material(s).
1. List at least two types of fertilizer sales displays.	. While visiting local pictures of fertilize
2. List at least five criteria for evaluating a fertilizer sales display.	. While visiting local and evaluate the effe lizer displays.
3.	. ....

TIVES	LEARNING ACTIVITIES
otherwise describe the amount, storage needed for a selected l. five factors to consider ng the storage needs. three types of storage used r materials.	B. Visit a local farm supply store and observe the type and amount of storage provided for a selected fertilizer material. . Prepare a diagram of the fertilizer storage facilities of a local farm supply store. . ....
ruct a sales display for a er material which meets the ndustry. two types of fertilizer s. five criteria for evaluating sales display.	C. As a class, small group or individual project, construct a sales display for a selected fertilizer material(s). . While visiting local farm stores, make pictures of fertilizer displays. . While visiting local farm stores observe and evaluate the effectiveness of fertilizer displays. . ....

UNIT: Fertilizer Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
B. Storing fertilizer materials 1. Factors to consider . Space requirements . Length of storage . Seasons in which storage is needed . .... 2. Types of storage . Warehouses . Bins . .... 3.	B. Walsh/Joy/Hoover. Sell Supplies. Chapter 6. . Local farm supply st salesmen. . ....
C. Planning and constructing a fertilizer sales display 1. Types of sales displays 2. Criteria for evaluating a fertilizer sales display . Interest . Attractiveness . .... 3.	C. Smith. Display and Pro . Walsh/Joy/Hoover. S Garden Supplies. Ch . Local farm supply st salesmen. . ....

S	RESOURCES
r materials nsider irements storage which storage is needed age nstructing a fertilizer sales les displays r evaluating a fertilizer ay veness	B. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 6. . Local farm supply store managers or salesmen. . .... C. Smith. Display and Promotion. . Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 6. . Local farm supply store managers or salesmen. . ....

UNIT: Fertilizer Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
D. Provide a customer with the product knowledge needed concerning a selected fertilizer material(s).	D. While role playing sa practice providing pr concerning selected f
1. Cite at least one reference which gives fertilizer recommendations for various crops.	. Obtain and practic provide informatio
2. Read and accurately interpret a fertilizer tag.	. Practice reading a fertilizer tags.
3. Provide a customer with recommendations as to the type and placement of fertilizer for a selected use.	
4.	. ....

ECTIVES	LEARNING ACTIVITIES
tomer with the product knowledge ning a selected fertilizer	D. While role playing salesperson and customer, practice providing product information concerning selected fertilizers.
east one reference which gives r recommendations for various	. Obtain and practice using references to provide information to customers.
accurately interpret a ferti- .	. Practice reading and interpreting fertilizer tags.
customer with recommendations as pe and placement of fertilizer ected use.	. ....

UNIT: Fertilizer Sales and Service
SUB-UNIT:

TOPICS	RESOURCES
D. Providing product knowledge	D. Walsh/Joy/Hoover. Selli Supplies. Chapter 6.
1. Obtaining and using references	. McVicker. Using Comm
2. Reading and interpreting fertilizer tags	. National Plant Food I Fertilizer Handbook.
3. Providing customer information	. Clemson University Co Service. Available P Farm and Home. See a cular or cards which ommendations by crop.
. Preplant crop recommendations	
. Topdress crop recommendations	. ....
. Fertilizer recommendations for:	
. Turf and lawn	
. Field crops	
. Horticultural crops	
. Garden crops	
. ....	

PICS	RESOURCES
ct knowledge	D. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 6.
nd using references	. McVicker. Using Commercial Fertilizers.
l interpreting fertilizer tags	. National Plant Food Institute. The Fertilizer Handbook.
customer information	. Clemson University Cooperative Extension Service. Available Publications for the Farm and Home. See annual production circular or cards which give fertilizer recommendations by crop.
crop recommendations	. ....
crop recommendations	
zer recommendations for:	
and lawn	
l crops	
lcultural crops	
en crops	

UNIT: Fertilizer Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIE
E. Demonstrate or otherwise overtly describe the principles of plant science which relate to fertilization.	E. Observe a demonstration semi-permeable membrane solution.
1. Demonstrate or otherwise describe the process of osmosis as it relates to fertilization.	. Obtain and display a shows nutrient defici
2. Demonstrate or otherwise describe the process of diffusion as it relates to fertilization.	. ....
3. Demonstrate or otherwise describe the process by which nutrients are made available in the soil.	
4. Demonstrate or otherwise describe the role of lime in making some nutrients available while decreasing the availability of others.	
5. List the major elements required for plant growth.	
6. List the major effects of soil conditions, e.g., soil texture, structure, organic matter, etc.	
7. Cite at least one reference which depicts major element deficiencies.	
8.	
F. Take a soil sample in a recommended manner.	F. Observe a demonstratio taking a soil sample.
G. Interpret a soil sample report.	G. Observe demonstrations sample reports.
H.	H. ....

TIVES	LEARNING ACTIVITIES
otherwise overtly describe the lant science which relate to	E. Observe a demonstration of osmosis using a semi-permeable membrane and a salt water solution.
or otherwise describe the osmosis as it relates to ion.	. Obtain and display a color chart which shows nutrient deficiencies.
or otherwise describe the diffusion as it relates to ion.	. ....
or otherwise describe the which nutrients are made in the soil.	
or otherwise describe the me in making some nutrients while decreasing the availa- others.	
ajor elements required for th.	
ajor effects of soil conditions, texture, structure, organic c.	
ast one reference which depicts ent deficiencies.	
mple in a recommended manner.	F. Observe a demonstration of and/or practice taking a soil sample.
oil sample report.	G. Observe demonstrations of interpreting soil sample reports.
	H. ....

UNIT: Fertilizer Sales and Service

SUB-UNIT:

TOPICS	RESOURCES
E. Principles of plant science which relate to ferrilization	E. Mississippi State Univer on Basic Principles of F
1. Osmosis	. ....
2. Diffusion	
3. Soil Chemistry	
4. Effects of lime	
5. Essential elements	. Mississippi State Uni on Basic Principles o
6. Effects of soil conditions	
7. References which show major element deficiency	
8.	
F. Soil sampling	F. Walsh/Joy/Hoover. Selli Supplies.
G. Soil sample report interpretation	G. Walsh/Joy/Hoover. Selli Supplies.
H.	H. ....

	RESOURCES
lant science which relate to	E. Mississippi State University. A Reference on Basic Principles of Plant Science.
try	
lime	
lements	. Mississippi State University. A Reference on Basic Principles of Plant Science.
soil conditions	
which show major element	
	F. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.
port interpretation	G. Walsh/Joy/Hoover. Selling Farm and Garden Supplies.
	H. ....

RESOURCES

UNIT: Fertilizer Sales and Service
SUB-UNIT:

BOOKS

McVicker, Malcolm H., Using Commerical Fertilizers Danville, Ill: The Interstate Printers and Publishers, Inc. 1969.

National Plant Food Institute. The Fertilizer Handbook. Washington, D. C.: The Institute, 1974.

Smith, Gary R. Display and Promotion. New York: Gregg Division, McGraw Hill Book Company, 1970.

Walsh, Lawrence A. et al. Selling Farm and Garden Supplies. New York: Gregg Division, McGraw Hill Book Company, 1971.

FILMS AND FILMSTRIPS

BULLETINS

Clemson University Cooperative Extension Service, Clemson, S. C. 29631.

Available Publications for Farm and Home - See those relevant to fertilizer recommendations.

Mississippi State University. A Reference on Basic Principles of Plant Science.

TRANSPARENCIES

RESOURCES

UNIT: Fertilizer Sales and Service
SUB-UNIT:

H., Using Commerical Fertilizers
e Interstate Printers and
1969.

d Institute. The Fertilizer
gton, D. C.: The Institute,

splay and Promotion. New York:
cGraw Hill Book Company, 1970.

et al. Selling Farm and Garden
rk: Gregg Division, McGraw Hill
1.

FILMS AND FILMSTRIPS

Cooperative Extension Service,
631.

ations for Farm and Home -
nt to fertilizer recommendations.

University. A Reference on
of Plant Science.

TRANSPARENCIES

UNIT: Pesticide Sales and Services

SUB-UNIT:

OBJECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, display sales of a typical pesticide(s).

II. ....

Pesticide Sales and Services

UNIT:

BJECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, display and sales of a typical pesticide(s).

II. ....

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UNIT: Pesticide Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
The student will be able to:	
I. Prepare a plan for the inventory, storage, display and sales of a typical pesticide(s).	I. As a class, small group or plan the storage, display pesticide(s) for a selecte
A. Prepare a tentative inventory of a selected pesticide(s) to be sold in a typical farm store.	A. As a class or small gr inventory for a select local farm supply stor
1. Estimate the yearly sales volume of a selected pesticide for a selected community.	. While visiting a loc determine from the sales volume of a se
2. List at least three factors to consider in preparing an inventory of pesticides.	. If possible determin supply store manage volume for the past
3. Prepare a schedule showing the anticipated sales of the more commonly used pesticides by season or month.	. Prepare a list of th sold in a local far
4. Prepare a list of the major pesticides sold in the local community.	. ....
5.	

CTIVES	LEARNING ACTIVITIES
e to: the inventory, storage, f a typical pesticide(s). tive inventory of a selected be sold in a typical farm e yearly sales volume of a sticide for a selected st three factors to consider in n inventory of pesticides. chedule showing the anticipated e more commonly used pesticides r month. list of the major pesticides local community.	I. As a class, small group or individual project, plan the storage, display and sales of a typical pesticide(s) for a selected farm store. A. As a class or small group project plan an inventory for a selected pesticide sold in local farm supply stores. . While visiting a local farm supply store determine from the manager the yearly sales volume of a selected pesticide. . If possible determine, from a local farm supply store manager, pesticide sales volume for the past year. . Prepare a list of the major pesticides sold in a local farm supply store. . ....

UNIT: Pesticide Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
I. Preparing the inventory, storage, display and sales of pesticides	I. Walsh/Joy/Hoover. Sellin Supplies. Chapter 7.
A. Preparing a pesticide inventory	. Local farm supply stor salesmen.
1. Estimating yearly sales volume	. ....
2. Factors to consider	A. Walsh/Joy/Hoover. Se Garden Supplies. Cha
. Past year sales . Anticipated changes in demand	. Local farm supply salesmen.
3. Preparing a sales schedule	. ....
4. Pesticides sold in local farm supply stores	
5.	

S	RESOURCES
ventory, storage, display ticides	I. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 7.
pesticide inventory	. Local farm supply store managers or salesmen.
ng yearly sales volume	. ....
to consider	A. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 7.
year sales ipated changes in demand	. Local farm supply store managers or salesmen.
g a sales schedule	. ....
des sold in local farm supply	

UNIT: Pesticide Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVI
B. Diagram, list or otherwise describe the amount, type and time of storage needed for a selected pesticide.	B. Visit a local farm suppl the type and amount of a selected pesticide.
1. List at least five factors to consider when determining storage needs.	. Prepare a diagram of storage facilities store.
2. List at least three types of storage used for pesticide materials.	. ....
3.	
C. Plan and/or construct a sales display for a selected pesticide material which meets the approval of the industry.	C. As a class, small grou project, construct a s selected pesticide.
1. List at least two types of pesticide sales displays.	. While visiting local observe and evaluat
2. List at least five criteria for evaluating a pesticide sales display.	
3.	. ....

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CTIVES	LEARNING ACTIVITIES
or otherwise describe the nd time of storage needed for sticide. least five factors to consider ermining storage needs. least three types of storage pesticide materials.	B. Visit a local farm supply store and observe the type and amount of storage provided for a selected pesticide. . Prepare a diagram of the pesticide storage facilities of a local farm supply store. . ....
onstruct a sales display for a icide material which meets the he industry. least two types of pesticide plays. least five criteria for evalu- esticide sales display.	C. As a class, small group or individual project, construct a sales display for a selected pesticide. . While visiting local farm supply stores, observe and evaluate pesticide displays. . ....

UNIT: Pesticide Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
B. Storing pesticides	B. Walsh/Joy/Hoover. Se Garden Supplies. Cha
1. Factors to consider	. Local farm supply salesmen.
. Space requirements . Length of storage . Seasons in which storage is needed	. ....
2. Types of storage . Warehouses . Bins	
3.	
C. Planning and constructing a pesticide sales display	C. Smith. Display and P
1. Types of sales displays	. Walsh/Joy/Hoover. Garden Supplies.
2. Criteria for evaluating a pesticide sales display	. Local farm supply salesmen.
. Interest	. ....
. Attractiveness	
. ....	
3.	

S	RESOURCES
ides	B. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 7.
consider	. Local farm supply store managers or salesmen.
requirements of storage in which storage is needed	. ....
torage ses	
constructing a pesticide sales	C. Smith. Display and Promotion.
ales displays	. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 7.
for evaluating a pesticide lay	. Local farm supply store managers or salesmen.
t	. ....
tiveness	

UNIT: Pesticide Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
D. Provide a customer with the more commonly needed product knowledge concerning a selected pesticide(s).	D. While role playing customer, practice concerning selected
1. Classify and/or cite and use a reference which classifies pesticides by type of pest, e.g., insect pest, disease pest, weed pest, etc.	1. Obtain and prac (charts, etc.) by type of pest.
2. Classify and/or cite and use a reference which classifies pesticides by method of kill, e.g., stomach, etc.	2. Obtain and file pesticides acco of kill.
3. Classify and/or cite and use a reference which classifies pesticides by chemical composition, e.g., hydro carbons, inorganic, etc.	3. Obtain and file references which according to ch

CTIVES	LEARNING ACTIVITIES
tomer with the more commonly t knowledge concerning a icide(s).	D. While role playing salesperson and customer, practice providing information concerning selected pesticides.
and/or cite and use a reference ssifies pesticides by type of ., insect pest, disease pest, , etc.	1. Obtain and practice using references (charts, etc.) to classify pesticides by type of pest.
and/or cite and use a reference ssifies pesticides by method e.g., stomach, etc.	2. Obtain and file charts which classify pesticides according to method of kill.
and/or cite and use a reference ssifies pesticides by chemical ion, e.g., hydro carbons, in- etc.	3. Obtain and file charts or other references which classify pesticides according to chemical composition.

UNIT: Pesticide Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
D. Providing product knowledge	D. Metcalf/Flint/Metcalf. tive Insects.
1. Classifying pests	. Klingman. Weed Co
. Insects . Diseases . Weeds	. Clemson University sion Service. Agr Handbook.
2. Classifying pesticides by method of kill	. Ohio Ag. Ed. Cur. cides.
. Insects . Stomach . Contact . .... . Disease . Weeds . Pre merge . Post merge . Systemic	. Interstate Printer Agronomy Kit.
	1. Clemson Unive-sity Agricultural Chemi
	. ....
	2. Clemson Univ. Coop Agricultural Chemi
	Klingman. Weed Co
	Met:alf/Flint/Metc Destructive Insect
3. Classifying pesticides by chemical composition	3. Clemson Univ. Coop Agricultural Chemi
. Hydro carbons . Inorganics	. Jacques, H. E. Ho
	. ....

	RESOURCES
uct knowledge g pests s g pesticides by method of kill omach ntact .. e merge st merge stemic .. g pesticides by chemical n arbons ics	D. Metcalf/Flint/Metcalf. Useful and Destructive Insects. . Klingman. Weed Control: As a Science . Clemson University Cooperative Extension Service. Agricultural Chemicals Handbook. . Ohio Ag. Ed. Cur. Mat. Ser. Insecticides. . Interstate Printers and Publishers. Agronomy Kit. 1. Clemson University Coop. Ext. Ser. Agricultural Chemicals Handbook. . .... 2. Clemson Univ. Coop. Ext. Ser. Agricultural Chemicals Handbook. Klingman. Weed Control: As a Science Metcalf/Flint/Metcalf. Useful and Destructive Insects. 3. Clemson Univ. Coop. Ext. Service Agricultural Chemical Handbook. . Jacques, H. E. How to Know the Weeds. . ....

UNIT: Pesticide Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
4. Classify and/or cite a reference which classifies pesticides according to form of application, e.g., solid, gas, liquid.	4. Obtain and practice which classifies pe to form of applicat
5. Cite and use a reference(s) which provides recommended pesticides for treating a selected pest.	5. Obtain and practice which provides recom treating a selected
6. When given a selected pest(s) (insect, disease or weed) use a reference to recommend a pesticide treatment.	6. Obtain and practice which recommends a p for a given pest.
7. When given a selected pest, identify the pest using recommended references.	7. Obtain and practice cation pictures, ch identify selected p
8. Read and correctly interpret a pesticide label.	8. Observe demonstrati reading pesticide l

CTIVES	LEARNING ACTIVITIES
and/or cite a reference which s pesticides according to form cation, e.g., solid, gas,	4. Obtain and practice using a reference which classifies pesticides according to form of application.
use a reference(s) which pro- commended pesticides for a selected pest.	5. Obtain and practice using a reference(s) which provides recommended pesticides for treating a selected pest.
n a selected pest(s) (insect, or weed) use a reference to d a pesticide treatment.	6. Obtain and practice using a reference which recommends a pesticide treatment for a given pest.
n a selected pest, identify using recommended references.	7. Obtain and practice using pest identification pictures, charts, keys, etc., to identify selected pests.
correctly interpret a e label.	8. Observe demonstrations of and practice reading pesticide labels.

UNIT: Pesticide Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
4. Classifying pesticides by form of application . Solids . Gases . Liquids	4. Clemson Univ. Coop. Agricultural Chemica . Clark. Agricultu
5. Recommending pesticides	5. Clemson Univ. Coop. Agricultural Chemica
6. Recommending pesticides	6. Clemson Univ. Coop. Agricultural Chemica
7. Identifying pests	7. USDA. Insects-The Y 1952. . Clemson Univ. Coo Weeds of the Sout . Metcalf/Flint/Met Destructive Insec . ....
8. Reading pesticide labels	8. Clemson Univ. Coop. Agricultural Chemica . ....

CS	RESOURCES
ng pesticides by form of ion	4. Clemson Univ. Coop. Ext. Service Agricultural Chemicals Handbook . Clark. Agricultural Chemicals.
ds	
ding pesticides	5. Clemson Univ. Coop. Ext. Service Agricultural Chemicals Handbook.
ding pesticides	6. Clemson Univ. Coop. Ext. Service Agricultural Chemicals Handbook.
ing pests	7. USDA. Insects-The Yearbook of Agriculture 1952. . Clemson Univ. Coop. Ext. Service Weeds of the Southern United States . Metcalf/Flint/Metcalf. Useful and Destructive Insects. . ....
pesticide labels	8. Clemson Univ. Coop. Ext. Service. Agricultural Chemicals Handbook. . ....

UNIT: Pesticide Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
9. Classify and/or cite and use a reference to classify a selected pesticide according to its degree of danger to humans.	9. Obtain and practice toxicity charts to of danger to humans
10. Use a compatibility chart to determine the compatibility of selected chemicals used as pesticides.	10. Obtain and practice chart to determine selected chemicals
11. When given a selected pesticide to be applied to a given crop, select the type of equipment recommended for application.	11. Observe demonstrati using various pesti equipment.
12. Select, adjust, calibrate and operate a typical crop sprayer.	12. Observe demonstrati calibrating and usi sprayer.
13. Calculate for a customer the amount of a selected pesticide needed for the treatment of a given crop and acreage.	13. Practice calculatin pesticide needed fo of a given crop and
14.	14. ....
II.	II. ....

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JECTIVES	LEARNING ACTIVITIES
and/or cite and use a reference fy a selected pesticide accord- s degree of danger to humans.	9. Obtain and practice using pesticide toxicity charts to determine the degree of danger to humans.
patibility chart to determine tibility of selected chemicals esticides.	10. Obtain and practice using a compatibility chart to determine the compatibility of selected chemicals used in pesticides.
n a selected pesticide to be o a given crop, select the type ent recommended for application.	11. Observe demonstrations of and/or practice using various pesticide application equipment.
djust, calibrate and operate crop sprayer.	12. Observe demonstrations of and practice calibrating and using a typical crop sprayer.
e for a customer the amount of ed pesticide needed for the t of a given crop and acreage.	13. Practice calculating the amount of pesticide needed for the treatment of a given crop and acreage. 14. ....
	II. ....

UNIT: Pesticide Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
9. Classifying pesticides according to toxicity	9. Clemson Univ. Coop. Agricultural Chemica
	. ....
10. Using a compatibility chart	10. Clemson Univ. Coop. Agricultural Chemica
	Meister Publishing C bility Chart.
	. ....
11. Selecting application equipment	11. Clemson Univ. Coop. Agricultural Chemica
	. ....
12. Using a typical crop sprayer . Selecting . Adjusting . Calibrating . Operating	12. Clemson Univ. Coop. Agricultural Chemica
	Clark. Agricultural
	. ....
13. Calculating quantities of pesticides needed	13. Clemson Univ. Coop. Agricultural Chemica
	. ....
14.	14. . ....
II.	II. ....

Sales and Services

PICS	RESOURCES
pesticides according to toxicity	9. Clemson Univ. Coop. Ext. Service. Agricultural Chemicals Handbook. . ....
patibility chart	10. Clemson Univ. Coop. Ext. Service. Agricultural Chemicals Handbook. Meister Publishing Co. Chemical Compatibility Chart. . ....
pplication equipment	11. Clemson Univ. Coop. Ext. Service. Agricultural Chemicals Handbook. . ....
pical crop sprayer ng ng ting ig	12. Clemson Univ. Coop. Ext. Service. Agricultural Chemicals Handbook. Clark. Agricultural Chemicals. . ....
g quantities of pesticides	13. Clemson Univ. Coop. Ext. Service. Agricultural Chemicals Handbook. . ....
	14. . ....
	II. ....

RESOURCES

UNIT: Pesticide Sales and Services
SUB-UNIT:

BOOKS

Klingman, Glenn C. Weed Control As A Science. New York: John Wiley and Sons, Inc. 1961.

Metcalf/Flint/Metcalf. Useful and Destructive Insects. New York: McGraw-Hill Book Co. Current Edition.

Jaques, H. E. How to Know the Weeds. Dubuque, Iowa: Brown Company Publishers, 1972.

Smith, Gary R. Display and Promotion. New York: Gregg Divisior., McGraw-Hill Book Co., 1970.

Walsh, Lawrence A., et al. Selling Farm and Garden Supplies, New York: Gregg Division, McGraw-Hill Book Co., 1971.

BOOKS, CONT.

Clark, Raymond. Agricultural Ch
Lansing, Michigan: Department o
Education and Curriculum, Mich
University. 1969.

Ohio Agricultural Education Curr
Service. Insecticides. Columb
Ohio State University.

USDA. Insects-The Yearbook of A
Washington, D. C.: U. S. Governm
Office.

BULLETINS

Clemson Univ. Coop. Ext. Service.

Agricultural Chemicals Handbook

Weeds of the Southern United States

OTHER MATERIALS

Meister Publishing Company, Willoughby, Ohio.

Chemical Compatibility Chart.

The Interstate Printers and Publ
Danville, Illinois

Agronomy Kit

RESOURCES

UNIT: Pesticide Sales and Services
SUB-UNIT:

Weed Control As A Science.
ley and Sons, Inc. 1961.

alf. Useful and Destructive
k: McGraw-Hill Book Co.

to Know the Weeds. Dubuque,
ny Publishers, 1972.

splay and Promotion. New York:
cGraw-Hill Book Co., 1970.

, et al. Selling Farm and
New York: Gregg Division,
Co., 1971.

p. Ext. Service.

micals Handbook
thern United States

BOOKS, CONT.

Clark, Raymond. Agricultural Chemicals. East Lansing, Michigan: Department of Secondary Education and Curriculum, Michigan State University. 1969.

Ohio Agricultural Education Curriculum Materials Service. Insecticides. Columbus, Ohio: The Ohio State University.

USDA. Insects-The Yearbook of Agriculture-1952. Washington, D. C.: U. S. Government Printing Office.

OTHER MATERIALS

Meister Publishing Company,
Willoughby, Ohio.

Chemical Compatibility Chart.

The Interstate Printers and Publishers, Inc.
Danville, Illinois

Agronomy Kit

UNIT: Petroleum Products Sales and Services

SUB–UNIT:

OBJECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, display sales of a typical petroleum product.

II. ....

Petroleum Products Sales and Services

T:

ECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, display and sales of a typical petroleum product.

II. ....

UNIT: Petroleum Products Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVI
The student will be able to:	
I. Prepare a plan for the inventory, storage, display and sales of a typical petroleum product.	I. As a class, small group or i plan the storage, display a petroleum produc
A. Prepare a tentative inventory of a selected petroleum product(s) for a typical or selected farm supply store.	A. As a class or small group p inventory for a selected pe selected local farm supply
1. Estimate the yearly sales volume of a selected petroleum product(s) for a chosen farm supply store.	. While visiting a local f determine from the manag volume of a selected pet
2. List at least three factors to consider in preparing a petroleum products inventory.	. Prepare a list of petrol a local farm supply stor
3. Prepare a schedule showing the anticipated sales of the more commonly used petroleum products by season or by month.	. ....
4. Prepare a list of the major petroleum products sold in the local community.	
5.	

ECTIVES	LEARNING ACTIVITIES
ble to:	
r the inventory, storage, of a typical petroleum product.	I. As a class, small group or individual project, plan the storage, display and sales of a typical petroleum product.
tative inventory of a selected duct(s) for a typical or supply store. the yearly sales volume of a petroleum product(s) for a rm supply store. least three factors to consider ing a petroleum products a schedule showing the antici- es of the more commonly used products by season or by month. list of the major petroleum sold in the local community.	A. As a class or small group project plan an inventory for a selected petroleum product for a selected local farm supply store. . While visiting a local farm supply store determine from the manager the yearly sales volume of a selected petroleum product. . Prepare a list of petroleum products sold in a local farm supply store. . ....

UNIT: Petroleum Products Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
I. Preparing the inventory, storage, display and sales of a selected petroleum product(s)	I. Walsh/Joy/Hoover. Selling Fa Supplies. Chapter 8. . Local farm supply store m . ....
A. Preparing a petroleum product inventory	A. Walsh/Joy/Hoover. Sellin Supplies. Chapter 8.
1. Estimating yearly sales volume	. Local farm supply store m
2. Factors to consider . Past years sales . Anticipated changes in demand . Seasonal nature of the sales	. District salesmen. . ....
3. Preparing a sales schedule	
4. Major petroleum products . Fuels . Gasoline . Diesel . Kerosene . .... . Lubricating Oils . Gear oils . Lubricating greases . Antifreeze . Related products . Tires . Batteries . Oil filters . Spark plugs . V-belts	

S	RESOURCES
ory, storage, display and petroleum product(s)	I. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8. . Local farm supply store managers or salesmen. . ....
oleum product inventory	A. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8.
early sales volume	. Local farm supply store managers or salesmen.
onsider sales ed changes in demand nature of the sales	. District salesmen. . ....
sales schedule	
eum products	
he	
he	
g Oils ils ting greases eze l products es teries filters k plugs olts	

UNIT: Petroleum Products Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVI
B. Diagram, list or otherwise describe the amount, type and time of storage needed for a selected petroleum product(s).	B. Prepare a diagram of the facilities of a local fa
1. List at least five factors to consider when determining storage needs.	. ....
2. List at least three types of storage used for petroleum product(s).	
3.	. ....
C. Plan and/or construct a sales display for a selected petroleum product which meets the approval of the industry.	C. As a class, small group plan and/or construct a selected petroleum produ
1. List at least two types of petroleum sales displays.	. While visiting local observe and evaluate displays or advertise
2. List at least five criteria for evaluating a petroleum sales display.	
3.	. ....

CTIVES	LEARNING ACTIVITIES
or otherwise describe the nd time of storage needed for troleum product(s). ast five factors to consider rmining storage needs. ast three types of storage petroleum product(s).	B. Prepare a diagram of the petroleum storage facilities of a local farm supply store. . ...
onstruct a sales display for a oleum product which meets the he industry. east two types of petroleum plays. east five criteria for evalua- troleum sales display.	C. As a class, small group or indiviual project, plan and/or construct a sales display for a selected petroleum product. . While visiting local farm supply stores, observe and evaluate petroleum product displays or advertisements. . ....

UNIT: Petroleum Products Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
B. Storing petroleum products	B. Walsh/Joy/Hoover. Selling Supplies. Chapter 5.
1. Factors to consider . Space requirements . Length of storage . Seasons in which storage is needed	
2. Types of storage . Warehouse . Bins . Tanks	. Local farm supply store salesmen.
3.	. ....
C. Planning and constructing a petroleum sales display	C. Smith. Display and Promot
1. Types of sales displays	. Walsh/Joy/Hoover. Sell Garden Supplies. Chapt
2. Criteria for evaluating sales displays . Interest . Attractiveness	. Local farm supply store salesmen . District petroleum prod
3.	. ....

	RESOURCES
products nsider irements storage which storage is needed age tructing a petroleum sales s displays evaluating sales displays ness	B. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8. . Local farm supply store managers or salesmen. . .... C. Smith. Display and Promotion. . Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8. . Local farm supply store managers and salesmen . District petroleum products sales people. . ....

UNIT: Petroleum Products Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
D. Provide a customer with the more commonly needed product knowledge concerning a selected petroleum product.	D. While role playing salesp practice providing custon concerning selected petro
1. Compare and contrast the more commonly used tractor fuels, e.g., diesel, gasoline, kerosenes, etc.	1. Obtain and use reference compare and contrast the tractor fuels.
2. Compare and contrast the more commonly used lubricating oils used on the farm	2. Obtain and use reference compare and contrast the lubricating oils.
a. When given an oil can or oil can label, determine the weight of the oil.	. Observe demonstration reading oil can label weight of oil.
b. When given an oil can or oil can label, determine the API Service Classification.	. Observe demonstration the viscosity of oil.
c. When given the symbols for the more commonly API Service Classifications, write the definition of each.	. ....

TIVES	LEARNING ACTIVITIES
ustomer with the more eded product knowledge a selected petroleum product.	D. While role playing salesperson and customer, practice providing customer information concerning selected petroleum products.
and contrast the more commonly actor fuels, e.g., diesel, s, kerosenes, etc.	1. Obtain and use references or charts which compare and contrast the more commonly used tractor fuels.
and contrast the more commonly ricating oils used on the far	2. Obtain and use references or charts which compare and contrast the more commonly used lubricating oils.
n given an oil can or oil can el, determine the weight of oil.	. Observe demonstrations of and practice reading oil can labels to determine the weight of oil.
n given an oil can or oil can el, determine the API Service ssification.	. Observe demonstrations designed to show the viscosity of oil.
n given the symbols for the e commonly API Service Class- cations, write the definition each.	. ....

UNIT:
SUB-UNIT: Petroleum Products Sales and Services

TOPICS	RESOURCES
D. Providing product knowledge	D. Walsh/Joy/Hoover. Sellin Supplies. Chapter 8.
	. Local farm supply stor salesmen.
	. District petroleum pro
	. ....
1. Comparing and contrasting the more commonly used tractor fuels	1. AAVIM. Selecting & St and Lubricants.
2. Comparing and contrasting the more commonly used lubricating oils	2. AAVIM. Selecting & St and Lubricants.
. Determining weight	. Standard Oil Company About Motor Oil.
. Determining API Service Classification	. Gulf Oil Corporation Guide.
. Interpreting API Service Classification Symbols	. ....

	RESOURCES
t knowledge	D. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8. . Local farm supply store managers and salesmen. . District petroleum products sales people. . ....
d contrasting the more d tractor fuels	1. AAVIM. Selecting & Storing Tractor Fuels and Lubricants.
d contrasting the more d lubricating oils	2. AAVIM. Selecting & Storing Tractor Fuels and Lubricants.
ng weight	. Standard Oil Company. Things to Know About Motor Oil.
ng API Service Classification	. Gulf Oil Corporation. Gulf Farm Tractor Guide.
ing API Service Classifica-ols	. ....

UNIT: Petroleum Products Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTI
3. Differentiate between an oil, a grease and gear oil.	3. Observe demonstration s of grease from soap and
4. Compare and contrast the more commonly used types of antifreeze.	4. ....
5. Using manufacturers' guides select an appropriate size and voltage battery for a given farm vehicle.	5. Practice using manufact references to select a farm vehicle. . ....
6. Using manufacturers' guides select an appropriate oil filter for a selected farm vehicle.	6. Practice using manufact references to select an selected farm vehicle. . ....
7. Using a manufacturer's guide, select an appropriate spark plug for a selected vehicle.	7. Observe demonstrations using manufacturers' gu ences to select a spark farm machine.
8. Using manufacturers' guides select a recommended size V-belt for a given purpose.	8. Observe demonstrations using manufacturers' gu ences to select a recom for a given purpose.
9.	9. ....

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ECTIVES	LEARNING ACTIVITIES
between an oil, a grease and	3. Observe demonstration showing the making of grease from soap and oil.
ontrast the more commonly used freeze.	4. ....
turers' guides select an appro- nd voltage battery for a given	5. Practice using manufacturers' guides or other references to select a battery for given farm vehicle. . ....
acturers' guides select an appro- filter for a selected farm	6. Practice using manufacturers' guides or other references to select an oil filter for a selected farm vehicle. . ....
ufacturer's guide, select an spark plug for a selected	7. Observe demonstrations of and/or practice using manufacturers' guides or other references to select a spark plug for a selected farm machine.
acturers' guides select a size V-belt for a given purpose.	8. Observe demonstrations of and/or practice using manufacturers' guides or other references to select a recommended size V-belt for a given purpose.
	9. ....

UNIT: Petroleum Products Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
3. Differentiating between oils and greases	3. AAVIM. Selecting and Sto and Lubricants.
4. Comparing and contrasting different types of antifreeze	4. Walsh/Joy/Hoover. Sellin Supplies. Chapter 8. . Manufacturers' guides
5. Selecting batteries	5. Walsh/Joy/Hoover. Sellin Supplies. Chapter 8. . Manufacturers' guides
6. Selecting and recommending oil filters	6. Walsh/Joy/Hoover. Sellin Supplies. Chapter 8. . Manufacturers' guides . ....
7. Selecting and recommending spark plugs	7. Walsh/Joy/Hoover. Sellin Supplies. Chapter 8. . Manufacturers' guides . ....
8. Selecting and recommending V-belts	8. Walsh/Joy/Hoover. Selling Supplies. Chapter 8. . Manufacturers' guides . ....
9.	9. . ....

	RESOURCES
between oils and greases	3. AAVIM. Selecting and Storing Tractor Fuels and Lubricants.
ntrasting different types	4. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8. . Manufacturers' guides
ries	5. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8. . Manufacturers' guides
ecommending oil filters	6. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8. . Manufacturers' guides . ....
ecommending spark plugs	7. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8. . Manufacturers' guides . ....
ecommending V-belts	8. Walsh/Joy/Hoover. Selling Farm and Garden Supplies. Chapter 8. . Manufacturers' guides . .... 9. . ....

UNIT: Petroleum Products Sales and Services
SUB-UNIT:

BOOKS

American Association For Vocational Instructional Materials. Selecting and Storing Fuels and Lubricants. Athens, Ga: The Association, 1970.

Smith, Gary R. Display and Promotion. New York: Gregg Division, McGraw-Hill Book Co., 1970.

Walsh, Lawrence, A., et al. Selling Farm and Garden Supplies. New York: Gregg Division, McGraw-Hill Book Co., 1971.

FILMS AND FILMSTRIPS

BULLETINS

Standard Oil Company, Chicago 80, Ill.

Things to Know About Motor Oil

Gulf Oil Corporation, Pittsburg 30, Pa.

Gulf Farm Tractor Guide

TRANSPARENCIES

RESOURCES

UNIT: Petroleum Products Sales and Services

SUB-UNIT:

n For Vocational Instructional ing and Storing Fuels and s, Ga: The Association, 1970. play and Promotion. New York: Graw-Hill Book Co., 1970. , et al. Selling Farm and New York: Gregg Division, o., 1971.	**FILMS AND FILMSTRIPS**
y, Chicago 80, Ill. ut Motor Oil n, Pittsburg 30, Pa. Guide	**TRANSPARENCIES**

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services

SUB–UNIT:

OBJECTIVE(S): The student will be able to:

I. Prepare a plan for the inventory, storage, display and sales of hardware, tools, building materials and equipment items, commonly sold in a typical farm supply store.

II. ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Service
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVI
The student will be able to:	
I. Prepare a plan for the inventory, storage, display and sales of building materials, hardware, tool or equipment items commonly sold in a typical farm supply store.	I. As a class, small group or plan the inventory, storag of a typical hardware, too or equipment item commonly supply store.
A. List the major types of hardware, tools, building materials and equipment sold in a typical or selected farm supply store.	A. While visiting a local prepare a list of the ware, tools, building ment sold.
	. Invite a farm supply s the class group the ma tools, building materi items by category.
	. Invite a district sale classify hardware, too and equipment items by
	. ....

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TIVES	LEARNING ACTIVITIES
e to: the inventory, storage, f building materials, hard- ment items commonly sold in ly store. types of hardware, tools, ials and equipment sold in a cted farm supply store.	I. As a class, small group or individual project, plan the inventory, storage, display and sales of a typical hardware, tool, building material or equipment item commonly sold in a farm supply store. A. While visiting a local farm supply store prepare a list of the major types of hardware, tools, building materials and equipment sold. . Invite a farm supply store manager to help the class group the major types of hardware, tools, building materials and equipment items by category. . Invite a district sales representative to classify hardware, tools, building materials and equipment items by category. . ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
I. Preparing the inventory, storage, display and sales of a selected hardware, tool, materials and equipment item	I. Walsh/Joy/Hoover. Selling F Supplies.
	. Local farm supply store m
	. Sales representatives
	. ....
A. Major types of hardware, tools, building materials and equipment	A. Local farm supply store m
1. Hardware	. Sales representatives
. Nails	. ....
. Bolts	
. Screws	
. Hinges	
2. Major types of tools	
. Hand tools	
. Metal working	
. Wood working	
. Power tools	
3. Materials	
. Fencing	
. Paints	
. Wood	
. ....	
4. Equipment	
. Livestock	
. Crop	
. Garden and lawn	

	RESOURCES
ry, storage, display and ardware, tool, materials	I. Walsh/Joy/Hoover. Selling Farm and Garden Supplies . Local farm supply store managers or salesmen . Sales representatives . ....
rdware, tools, building ipment	A. Local farm supply store managers or salesmen . Sales representatives . ....
f tools	
ing ng	
d lawn	

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
B. Select a recommended inventory for a given or chosen type of hardware to be sold in a typical farm supply store.	B. As a class project visit store(s), divide the cla assign each pair a type roughly inventoried.
1. Estimate the yearly sales volume of a selected type of hardware.	. Invite a local farm s the class prepare an hardware items.
2. List at least three factors to consider in preparing a hardware inventory.	. Invite a district sale help the class prepare selected hardware iten
3.	. ....
C. Select a recommended inventory of a given or chosen type of tools to be sold in a typical farm supply store.	C. As a class project and w the store manager pair u lected tools in a local
1. Estimate the yearly sales volume of a selected tool(s).	. Invite a local farm s man to help the class tools.
2. List at least three factors to consider in preparing a tool inventory.	. Invite a district sal help prepare an inven
3.	. ....

CTIVES	LEARNING ACTIVITIES
ended inventory for a given of hardware to be sold in a upply store. he yearly sales volume of a ype of hardware. ast three factors to consider g a hardware inventory. ended inventory of a given or tools to be sold in a typical ore. he yearly sales volume of a ool(s). ast three factors to consider ng a tool inventory.	B. As a class project visit a local farm supply store(s), divide the class into pairs and assign each pair a type of hardware to be roughly inventoried. . Invite a local farm store manager to help the class prepare an inventory for selected hardware items. . Invite a district sales representative to help the class prepare an inventory for a selected hardware item. . .... C. As a class project and with the permission of the store manager pair up and inventory selected tools in a local farm supply store. . Invite a local farm store manager or salesman to help the class inventory selected tools. . Invite a district sales representative to help prepare an inventory of selected tools. . ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
B. Selecting a hardware inventory	B. Local farm supply store r
1. Estimating yearly sales volume	. Farmer's Cooperative E tives
2. Factors to consider . Past years sales . Anticipated changes in demand . Seasonal nature of sales	. Hardware sales repres
3.	. ....
C. Selecting a recommended inventory of tools	C. Local farm supply store r
1. Estimating yearly sales volume	. Farmer's Cooperative E tives
2. Factors to consider . Past years sales . Anticipated changes in demand . Seasonal nature of sales	. Tool company represent . ....

, Building Materials and Equipment Sales and Services

S	RESOURCES
are inventory	B. Local farm supply store manager or salesmen.
arly sales volume	. Farmer's Cooperative Exchange representatives
nsider sales d changes in demand ature of sales	. Hardware sales representatives
	. ....
mended inventory of tools	C. Local farm supply store managers or salesmen.
arly sales volume	. Farmer's Cooperative Exchange representatives
nsider sales d changes in demand ature of sales	. Tool company representatives
	. ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
D. Select a recommended inventory of a given type of building materials sold by a typical farm supply store.	D. As a class project and v of the store manager, p selected building mater farm supply store.
1. Estimate the yearly sales volume of a selected type of material(s).	. Invite a local farm s man to help the clas types of building ma store.
2. List at least three factors to consider in preparing an inventory of materials to be sold in a typical farm supply store.	. Invite an FCX store s to help prepare a pr building materials.
3.	. ....
E. Select a recommended inventory of a given type of equipment to be sold in a selected farm supply store.	E. As a class project and v the store manager, pair lected equipment items s
1. Estimate the yearly sales volume of a selected type of equipment.	. Invite a local farm s man to help the clas types of equipment s
2. List at least three factors to consider in preparing an equipment inventory.	. Invite a district sa help prepare propose equipment.
3.	. ....

CTIVES	LEARNING ACTIVITIES
mended inventory of a given ng materials sold by a typical ore. he yearly sales volume of a ype of material(s). east three factors to consider ng an inventory of materials in a typical farm supply store. ommended inventory of a given ent to be sold in a selected tore. he yearly sales volume of a type of equipment. east three factors to consider ing an equipment inventory.	D. As a class project and with the permission of the store manager, pair-up and inventory selected building materials sold in a local farm supply store. . Invite a local farm store manager or salesman to help the class inventory selected types of building materials sold in the store. . Invite an FCX store sales representative to help prepare a proposed inventory of building materials. . .... E. As a class project and with the permission of the store manager, pair up and inventory selected equipment items sold by the store. . Invite a local farm store manager or salesman to help the class inventory selected types of equipment sold in the store. . Invite a district sales representative to help prepare proposed inventory of selected equipment. . ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
D. Selecting a recommended building materials inventory	D. Local farm supply store m
1. Estimating yearly sales volume	. FCX representatives or
2. Factors to consider . Past year's sales . Anticipated changes in demand . Seasonal nature of sales	. ....
E. Selecting a recommended inventory of equipment	E. Local farm supply store m representatives.
1. Estimating yearly sales volume	. Farmer Cooperative Excl
2. Factors to consider . Past years sales . Anticipated change in demand . Seasonal nature of sales	. Equipment company sale . ....

S	RESOURCES
ommended building materials	D. Local farm supply store managers or salesmen.
yearly sales volume	. FCX representatives or catalogs
consider r's sales ted changes in demand nature of sales	. ....
ommended inventory of	E. Local farm supply store managers or sales representatives.
yearly sales volume	. Farmer Cooperative Exchange representatives
consider rs sales ted change in demand nature of sales	. Equipment company sales representatives . ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
F. List the amount of storage and/or display space required for selected items of hardware, selected tools, or selected equipment.	F. Prepare a drawing showi storage or display spac hardware, tool or equip . ....
G. When given a chosen hardware, tool or equipment item, select a recommended type of storage and/or display facility. 1. List at least five factors to consider in determining storage and display needs. 2. List at least three types of storage used for storing and displaying hardware, tools or equipment items. 3. .. .	G. While visiting local fa businesses observe the t display facilities used. . ....

TIVES	LEARNING ACTIVITIES
of storage and/or display or selected items of hard- ools, or selected equipment.	F. Prepare a drawing showing the amount of storage or display space required for selected hardware, tool or equipment items. . ....
sen hardware, tool or select a recommended type r display facility.	G. While visiting local farm supply store businesses observe the type of storage and display facilities used. . ....
t five factors to consider ng storage and display needs.	
t three types of storage ring and displaying hard- or equipment items.	

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
F. Determining the amount of storage and display space required . Hardware . Tools . Equipment	F. Smith. Display and Prom . Local farm supply sto salesmen. . Farmer's Cooperative tives . ....
G. Type of storage and display . Storage . Warehouse . Display area storage	G. Local farm supply store . FCX representatives . ....

S	RESOURCES
unt of storage and display	F. Smith. Display and Promotion. . Local farm supply store managers and salesmen. . Farmer's Cooperative Exchange representatives . ....
display	G. Local farm supply store managers and salesmen. . FCX representatives . ....
storage	

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVIT
H. Design and/or construct a recommended sales display for a given hardware, tool or equipment display. 1. List at least two types of displays. 2. Select a recommended fixture(s) for a selected display(s). 3. List at least five criteria for evaluating a hardware, tool, or equipment display.	H. As a class or small group and/or construct a sales selected hardware, tool . While visiting local evaluate the hardware displays. . While visiting local observe the type of f displays, e.g., counte closed areas, etc.

ols, Building Materials and Equipment Sales and Services

CTIVES	LEARNING ACTIVITIES
construct a recommended sales given hardware, tool or play. east two types of displays. recommended fixture(s) for a display(s). least five criteria for evaluhardware, tool, or equipment	H. As a class or small group project design and/or construct a sales display for a selected hardware, tool or equipment item. . While visiting local farm supply stores evaluate the hardware, tool and equipment displays. . While visiting local farm supply stores observe the type of fixtures used for displays, e.g., counters, walls, open areas, closed areas, etc.

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
H. Designing or constructing sales displays for hardware, tool or equipment display 1. Types of displays . Window . Interior . Assortment . .... 2. Types of fixtures . Counters . Walls . Open areas . Closed areas . .... 3. Criteria for evaluating displays . Interest . Attractiveness	H. Local farm supply store . FCX representatives o . Smith. Display and P . ....

ICS	RESOURCES
constructing sales displays for l or equipment display displays or ent fixtures rs reas areas for evaluating displays st tiveness	H. Local farm supply store managers and salesmen. . FCX representatives or publications . Smith. Display and Promotion . ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
I. Provide a customer with the more commonly needed product knowledge concerning selected hardware items.	I. While role playing sale practice providing cust concerning selected hard
1. Identify at least 25 of the more commonly used hardware items.	1. Participate in hard contests. Visit a local farm ify the line of hard . ....
2. Describe the function of at least 25 different hardware items.	2. Observe demonstrati the use of some of of hardware items. . ....
3. Cite and correctly use at least one reference or manufacturer's guide which lists sizes and types of hardware items.	3. Obtain and practice screw and other rel customers select si hardware needed.
4.	4. ....

ECTIVES	LEARNING ACTIVITIES
tomer with the more commonly t knowledge concerning selected s.	I. While role playing salesperson and customer, practice providing customer information concerning selected hardware items.
at least 25 of the more commonly ware items.	1. Participate in hardware identification contests. Visit a local farm supply store and identify the line of hardware items displayed. . ....
the function of at least 25 hardware items.	2. Observe demonstrations illustrating the use of some of the more common types of hardware items. . ....
correctly use at least one or manufacturer's guide which es and types of hardware items.	3. Obtain and practice using nail, bolt, screw and other relevant charts to help customers select sizes and types of hardware needed. 4. ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
I. Providing customers with information about hardware	I. Local farm supply store m
1. Identifying hardware items	. Hardware sales catalog
2. Describing the function of hardware items	. Interstate Printers & P Tool Identificatio
3. Using sales references, charts, etc.	. ....
4.	

	RESOURCES
ners with information about	I. Local farm supply store managers or salesmen.
hardware items	. Hardware sales catalogs
the function of hardware items	. Interstate Printers & Publishers Tool Identification Kit
references, charts, etc.	. ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIV
J. Provide a customer with the more commonly needed product knowledge concerning a selected tool.	J. While role playing sale practice providing cust concerning selected too
1. Identify at least 50 tools commonly used by farmers.	1. Participate in a ch tion contest. . While visiting a store, observe t displayed. . ....
2. Demonstrate the use of selected tools commonly used by farmers.	2. Observe demonstrati using selected tool local farm supply s . ....
3. Cite and correctly use at least one reference or manufacturer's guide which lists sizes and types of tools.	3. Practice using sale sales references to concerning tools co farm supply store.
4.	4. ....

CTIVES	LEARNING ACTIVITIES
omer with the more commonly knowledge concerning a t least 50 tools commonly rmers. te the use of selected tools used by farmers. correctly use at least one or manufacturer's guide ts sizes and types of tools.	J. While role playing salesperson and customer, practice providing customer information concerning selected tools. 1. Participate in a chapter tool identification contest. . While visiting a local farm supply store, observe the types of tools displayed. . .... 2. Observe demonstrations of and practice using selected tools commonly sold in local farm supply stores. . .... 3. Practice using sales catalog and other sales references to advise customers concerning tools commonly sold in local farm supply store. 4. ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
J. Providing customers with information about tools	J. Interstate Printers & Pub Tool Identification Ki
1. Identifying tools	. FCX Catalog
2. Demonstrating the use of tools	. Hardware Sales Catalog
3. Using sales references, charts, etc.	. ....
4.	

	RESOURCES
ers with information about	J. Interstate Printers & Publishers - Tool Identification Kit
tools	. FCX Catalog
g the use of tools	. Hardware Sales Catalogs
references, charts, etc.	. ....

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

OBJECTIVES	LEARNING ACTIVITIES
K. Provide a customer with the product knowledge needed concerning selected building materials sold by a typical farm supply store.	K. While role playing salesper practice providing customer cerning selected building s local farm supply stores.
1. Identify at least 20 building supply items commonly sold by farm supply stores.	. Visit local farm supply identifying (perhaps by commonly used building m
2. Cite at least one reference or references which gives product information concerning building supplies commonly sold by farm supply stores.	
3. ...	. ...
L. Provide a customer with the more commonly needed product knowledge concerning selected equipment frequently sold to farmers.	L. While playing salesperson providing customer informa selected equipment sold in stores.
1. Identify at least 20 items of equipment frequently sold through farm supply stores.	1. Participate in an equi contest (perhaps held supply store).
2. Demonstrate the use of selected equipment frequently sold through farm supply stores.	2. Observe demonstrations using farm equipment s farm supply stores.
3. Cite at least one reference which lists operating instructions for a typical item of equipment.	3. Obtain and use manufac other sales references ment sold in local far
4. ...	4. ...
M. ...	M. ...

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TIVES	LEARNING ACTIVITIES
with the product knowledge elected building materials arm supply store. ast 20 building supply items y farm supply stores. one reference or references duct information concerning ies commonly sold by farm	K. While role playing salesperson and customer, practice providing customer information concerning selected building supplies sold in local farm supply stores. . Visit local farm supply stores and practice identifying (perhaps by contest) the more commonly used building materials sold. . ...
with the more commonly needed concerning selected equipment farmers. ast 20 items of equipment d through farm supply stores. e use of selected equipment d through farm supply stores. one reference which lists ructions for a typical item	L. While playing salesperson and customer, practice providing customer information concerning selected equipment sold in local farm supply stores. 1. Participate in an equipment identification contest (perhaps held at a local farm supply store). 2. Observe demonstrations of and/or practice using farm equipment sold through local farm supply stores. 3. Obtain and use manufacturer's guides and other sales references provided with equipment sold in local farm supply stores. 4. ... M. ...

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

TOPICS	RESOURCES
K. Providing customers with information about building materials	K. Local farm supply store m
1. Identifying materials	. FCX representatives
2. Using references, sales catalogs, etc., to sell building materials	. FCX catalogs or other p cerning building suppli
3.	. ....
L. Providing customers with information about equipment	L. Equipment company catalog
1. Identifying equipment	. Manufacturer's guides
2. Demonstrating equipment operation	. Local farm store sales
3. Using manufacturers' guides for operating and selling equipment	. ....
4.	
M.	M. ....

Building Materials and Equipment Sales and Services

S	RESOURCES
mers with information about als materials ences, sales catalogs, etc., lding materials	K. Local farm supply store managers or salesmen. . FCX representatives . FCX catalogs or other publications concerning building supplies. . ....
omers with information about g equipment ing equipment operation facturers' guides for operating g equipment	L. Equipment company catalogs . Manufacturer's guides or manuals . Local farm store sales representatives. . .... M. ....

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RESOURCES

UNIT: Hardware, Tools, Building Materials and Equipment Sales and Services
SUB-UNIT:

BOOKS

Smith, Gary R. Display and Promotion. New York: Gregg Division, McGraw-Hill Book Company, 1970.

Walsh, Lawrence, A. et al. Selling Farm and Garden Supplies. New York: Gregg Division, McGraw-Hill Book Company, 1971.

FILMS AND FILMSTRIPS

BULLETINS

KITS

Interstate Printers and Publish
Ill.

Tool Identification Kit

RESOURCES

Tools, Building Materials and Equipment Sales and Services

isplay and Promotion. Division, McGraw-Hill Book A. et al. Selling Farm and New York: Gregg Division, Company, 1971.	**FILMS AND FILMSTRIPS**
	KITS Interstate Printers and Publishers, Danville, Ill. Tool Identification Kit

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Antrim, William H. Advertising. New York: Gregg Division/McGraw-Hill Book Co., 1970.

Bender, Ralph E., Clark, Raymond and Taylor, Robert E. The FFA and You. Danville, ILL: Printers and Publishers, Inc., 1962.

Binkley, Harold and Hammonds, Carsie. Experience Programs for Learning Vocations in Agric ILL: The Interstate Printers and Publishers, Inc.

Clark, Raymond. Agricultural Chemicals. East Lansing, Michigan: Department of Secondary Curriculum, Michigan State University, 1969.

Ernest, John W. Basic Salesmanship. New York: Gregg Division/McGraw-Hill Company, 1969.

Fuller, Gerald R. Education For Agricultural Occupations. Danville, ILL: The Interstat Publishers, Inc.

Hoover, Norman K. Handbook of Agricultural Occupations. Danville, ILL: The Interstate P Publishers, Inc., 2nd edition, 1969.

Jaques, H.E. How to Know the Weeds. Dubuque, Iowa: Brown Company Publishers, 1972.

Klingman, Glenn C. Weed Control As A Science. New York: John Wiley and Sons, Inc., 1961.

McVicker, Malcolm H., Using Commercial Fertilizers. Danville, ILL: The Interstate Printe Inc., 1969.

Metcalf/Flint/Metcalf. Useful and Destructive Insects. New York: McGraw-Hill Book Co., C

Miller, Texton R. Supervised Practice in Vocational Agriculture. Danville, ILL: The Inte and Publishers, Inc.

Morrison, Frank B. Morrison's Feeds and Feeding. Danville, ILL: Interstate Printers and Abridged Ed.

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dvertising. New York: Gregg Division/McGraw-Hill Book Co., 1970.

rk, Raymond and Taylor, Robert E. The FFA and You. Danville, ILL: The Interstate lishers, Inc., 1962.

mmonds, Carsie. Experience Programs for Learning Vocations in Agriculture. Danville, tate Printers and Publishers, Inc.

cultural Chemicals. East Lansing, Michigan: Department of Secondary Education and igan State University, 1969.

c Salesmanship. New York: Gregg Division/McGraw-Hill Company, 1969.

ducation For Agricultural Occupations. Danville, ILL: The Interstate Printers and

ndbook of Agricultural Occupations. Danville, ILL: The Interstate Printers and , 2nd edition, 1969.

Know the Weeds. Dubuque, Iowa: Brown Company Publishers, 1972.

eed Control As A Science. New York: John Wiley and Sons, Inc., 1961.

Using Commercial Fertilizers. Danville, ILL: The Interstate Printers and Publishers,

. Useful and Destructive Insects. New York: McGraw-Hill Book Co., Current Edition.

pervised Practice in Vocational Agriculture. Danville, ILL: The Interstate Printers Inc.

orrison's Feeds and Feeding. Danville, ILL: Interstate Printers and Publishers,

249

National Plant Food Institute. The Fertilizer Handbook. Washington, DC: The Institute,

Ohio Agricultural Education Curriculum Materials Service. Columbus, Ohio: The Ohio State
Business Procedures Used in the Agricultural Services
Insecticides
Selling and Salesmanship

Perry, T. W. Feed Formulation Handbook, Danville, ILL: The Interstate Printers and Publ

Robinson, Blacker and Logan. Store Salesmanship. Englewood Cliffs, NJ: Prentice Hall,

Rouse and Nolan. Fundamentals of Advertising. Cincinnati, Ohio: Southwestern Publishing
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Smith, Gary R. Display and Promotion. New York: Gregg Division, McGraw-Hill Book Compa

Walsh, Lawrence A., et al. Selling Farm and Garden Supplies. New York: Gregg Division,
Book Company, 1971.

Weyant, J. Thomas, et al. An Introduction to Agricultural Business and Industry. Danvil
The Interstate Printers and Publishers, Inc., 1965.

Wingate, J.W. and Nolan, C.A. Fundamentals of Selling. Cincinnati, Ohio: Southwestern
Company, 7th edition, 1964.

USDA. Insects-The Yearbook of Agriculture-1952. Washington, DC: U. S. Government Print

Vocational Agricultural Service. The Use of the Cash Register. Urbana, ILL: Vocational
Service, 1972.

BULLETINS and PAMPHLETS

Clemson University Cooperative Extension Service, Clemson University, Clemson, SC:

Agricultural Chemicals Handbook

See-Available Publications for Farm & Home for the following types of publications:
Animal Science publications
Crop production bulletins

nstitute. The Fertilizer Handbook. Washington, DC: The Institute, 1974.

cation Curriculum Materials Service. Columbus, Ohio: The Ohio State University.
res Used in the Agricultural Services

smanship

rmulation Handbook, Danville, ILL: The Interstate Printers and Publishers, Inc.

Logan. Store Salesmanship. Englewood Cliffs, NJ: Prentice Hall, Inc., 5th edition.

damentals of Advertising. Cincinnati, Ohio: Southwestern Publishing Company,

ay and Promotion. New York: Gregg Division, McGraw-Hill Book Company, 1970.

t al. Selling Farm and Garden Supplies. New York: Gregg Division, McGraw-Hill
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al. An Introduction to Agricultural Business and Industry. Danville, ILL:
rinters and Publishers, Inc., 1965.

an, C.A. Fundamentals of Selling. Cincinnati, Ohio: Southwestern Publishing
tion, 1964.

arbook of Agriculture-1952. Washington, DC: U. S. Government Printing Office.

ral Service. The Use of the Cash Register. Urbana, ILL: Vocational Agricultural

TS

operative Extension Service, Clemson University, Clemson, SC:

cals Handbook

lications for Farm & Home for the following types of publications:
publications
n bulletins

Crop variety bulletins
Fertilizer leaflets
Home Garden circulars
Vegetable leaflets

Weeds of the Southern United States

Gulf Oil Corporation, Pittsburg 30, Pa.
Gulf Farm Tractor Guide

Mississippi State University. A Reference on Basic Principles of Plant Science, Starkvill

Ohio State University. Seeds - Student Manual, Columbus, Ohio.

Purdue Cooperative Extension Service, Lafayette, Indiana. Good Feed Mixing Practices.

South Carolina Department of Agriculture, Commerical Feed Resume, Columbia, S. C.

Standard Oil Company, Chicago 80, ILL: Things to Know About Motor Oil.

KITS and CHARTS

Interstate Printers and Publishers, Danville, ILL:

Tool Identification Kit

Agronomy Kit

Meister Publishing Company, Willoughby, Ohio.

Chemical Compatibility Chart.

letins
lets
ulars
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ern United States

Pittsburg 30, Pa.
Guide

rsity. A Reference on Basic Principles of Plant Science, Starkville, Miss.

Seeds - Student Manual, Columbus, Ohio.

ension Service, Lafayette, Indiana. Good Feed Mixing Practices.

ent of Agriculture, Commerical Feed Resume, Columbia, S. C.

Chicago 80, ILL: Things to Know About Motor Oil.

d Publishers, Danville, ILL:
on Kit

pany, Willoughby, Ohio.
ility Chart.

APPENDIX A*

Recommended Materials or Equipment

This list of equipment can be used as a guide in ordering and assembling those needed. Many state departments have more definitive lists available and it may be p to request such lists as additional sources of information. In addition, consultati experienced agricultural supplies and services teachers would be desirable as needed and equipment are being compiled.

Register for making cash and charge tickets
Adding Machines
Calculators
Billing Equipment, Swivel Hand
Cash Register
Typewriters
Price Boards
Wall Merchandising Unit
Magazine and Bulletin Rack
Display Cases or Windows
Video Taping Equipment
Tape Recorders
Telephones
Sales Counter
Portable Audio-Visual Equipment Stand
Access to Overhead Projector, Movie Projector, and Filmstrip and Slide Projecto
Volume Measures
Hand Sprayer
Counter-Type Catalogue Holders
Clip Boards
Three Hole Paper Punch
"In" and "Out" Baskets
Moisture Tester
Stapling Gun

*This list prepared by the Ohio Career Education and Curriculum Management Laborator tural Education for the United States Office of Education. Career Preparation in Ag Supplies and Services. A Curriculum Guide for High School Vocational Agriculture. The Laboratory for the U. S. Department of Health, Education and Welfare, pp. 191-19

APPENDIX A*

Recommended Materials or Equipment

of equipment can be used as a guide in ordering and assembling those items
state departments have more definitive lists available and it may be possible
lists as additional sources of information. In addition, consultation with
ricultural supplies and services teachers would be desirable as needed materials
are being compiled.

for making cash and charge tickets
chines
rs
quipment, Swivel Hand
ster
rs
rds
handising Unit
and Bulletin Rack
ases or Windows
ing Equipment
rders
s
nter
Audio-Visual Equipment Stand
Overhead Projector, Movie Projector, and Filmstrip and Slide Projector
asures
yer
ype Catalogue Holders
ds
e Paper Punch
"Out" Baskets
Tester
Gun

pared by the Ohio Career Education and Curriculum Management Laboratory in Agricul-
n for the United States Office of Education. Career Preparation in Agricultural
Services. A Curriculum Guide for High School Vocational Agriculture. Columbus, Ohio:
for the U. S. Department of Health, Education and Welfare, pp. 191-193.

Inverted Glass Jars for displaying seed and grain samples
Cardboard Seed Sample Boxes
Bag Truck
Fire Extinguisher
Assorted Aluminum Scoops (Hand)
Shovel
Sealing Tape Machine
Twine
Buckets, Pails or other appropriate containers
Soil Augers or Soil Probes
Tape Labeler
Seed Scales
Counter Scales (60 lb. capacity)
Platform Scales
Folding Rule

Protective Clothing such as:

- Rain Hat or Hard Hat
- Water Proof Clothing
- Rubber Gloves
- Boots
- Goggles
- Gas Mask and Dust Mask
- Respirator

Seed Identification Kit
Grain Identification Kit
Labeling Materials
Poster Board
Feeding and Mixing Guides
Chemical Compatibility Charts
Burlap Bags
Oil
Grease
Grease Guns
Various Sizes of Paper Bags

Appropriate Small Hand Tools such as:

- Claw Hammers
- Handsaws
- Screwdrivers
- Steel Squares
- Metal Rulers
- Steel Tape
- Hacksaw
- Electricians Side Cutting Pliers
- Combination Pliers
- Inside Calipers
- Socket Set, 3/8" Drive
- Needle Nose Pliers
- Electric Drill, 3/8" reversible-variable speed drill
- Combination Open-box End Wrench Set
- Drill Set 1/16" - 1/2" by 64ths
- Tin Snips

Small Engine Tools which should be available in the agricultural mechanics labor

Representative Tags, Labels, Empty Sacks or Containers of the following:

- Feeds
- Seeds
- Fertilizers
- Chemicals

Different Samples of:

- Feed
- Seeds
- Fertilizers
- Lime
- Insecticides
- Herbicides
- Fungicides

Copies of Forms used by local agricultural supply and service firms

Small Hand Tools such as:

lammers
ws
rivers
Squares
Rulers
Tape
w
ricians Side Cutting Pliers
nation Pliers
Calipers
t Set, 3/8" Drive
Nose Pliers
ric Drill, 3/8" reversible-variable speed drill
nation Open-box End Wrench Set
Set 1/16" - 1/2" by 64ths
nips

ne Tools which should be available in the agricultural mechanics laboratory

tive Tags, Labels, Empty Sacks or Containers of the following:

lizers
cals

Samples of:

lizers

ticides
cides
cides

Forms used by local agricultural supply and service firms

APPENDIX B*

Selected List of Professional and Technical Societies and Organizations Concerned with Agricultural Supplies and Services and its Application

Inclusion or omission of an organization or society in this list does not imply or disapproval of it. Additional information regarding local chapters or sections of organizations or societies may be obtained by writing directly to the executive secre the listed address.

Agricultural Nitrogen Institute, 703 DuPont Building, 22 S. Second Street, Memphis, Tennessee 38103

American Dehydrators Association, Room 523, 5800 Fox Ridge Dr., Mission, Kansas

American Feed Manufacturers Association, Inc., 53 West Jackson Blvd., Chicago, Illinois 60604

American Potash Institute, Inc., 1102 16th Street, N.W., Washington, D. C. 2003

Arizona Grain & Seed Association, P.O. Box 1426, Mesa, Arizona 85201

Arkansas Drier & Warehouseman's Association, Inc., P.O. Box 710, Helena, Arkansa

California Grain and Feed Association, Room 114, 3333 Watt Avenue, Sacramento, C

California Warehousemen's Association, 9 First Street, San Francisco, CA 94105

*This list prepared by the Ohio Career Education and Curriculum Management Laboratory Agricultural Education for the United States Office of Education. Career Preparation Agricultural Supplies and Services. A Curriculum Guide for High School Vocational Ag Columbus, Ohio: The Laboratory for the U. S. Department of Health, Education and Wel pp. 201-205.

APPENDIX B*

Selected List of Professional and Technical Societies and Organizations Concerned with Agricultural Supplies and Services and its Application

r omission of an organization or society in this list does not imply approval f it. Additional information regarding local chapters or sections of these societies may be obtained by writing directly to the executive secretary at ss.

l Nitrogen Institute, 703 DuPont Building, 22 S. Second Street, nnessee 38103

hydrators Association, Room 523, 5800 Fox Ridge Dr., Mission, Kansas 66202

ed Manufacturers Association, Inc., 53 West Jackson Blvd., Chicago, 0604

tash Institute, Inc., 1102 16th Street, N.W., Washington, D. C. 20036

in & Seed Association, P.O. Box 1426, Mesa, Arizona 85201

ier & Warehouseman's Association, Inc., P.O. Box 710, Helena, Arkansas 72342

Grain and Feed Association, Room 114, 3333 Watt Avenue, Sacramento, CA 95821

Warehousemen's Association, 9 First Street, San Francisco, CA 94105

red by the Ohio Career Education and Curriculum Management Laboratory in cation for the United States Office of Education. Career Preparation in plies and Services. A Curriculum Guide for High School Vocational Agriculture. The Laboratory for the U. S. Department of Health, Education and Welfare,

Carolina-Virginia Grain and Feed Dealers Association, P. O. Box 2281, Raleigh,

Colorado Grain and Feed Dealers Association, 1711 Pennsylvania, Denver, CO 80

Distillers Feed Research Council, Inc., 1435 Enquirer Bldg., Cincinnati, Oh 4

Duluth Grain Commission Merchants' Association, 203 Duluth Board of Trade, Dul

Eastern Federation of Feed Merchants, Inc., Box 248, Claverack, New York 1253

Eastern Shore Grain & Feed Dealers, Association, c/o Cargill, Seaford, DE 199

Farm & Power Equipment Retailers of Ohio, 4216 Indianola Avenue, Columbus, Ohi

Farmers Elevator Association of Minnesota, 852 Grain Exchange, Minneapolis, MN

Farmers Elevator Association of South Dakota, Box 579, Aberdeen, SD 57401

Farmers Grain Dealers Association of North Dakota, 412 Black Bldg., Fargo, ND

Federation of Cash Grain Commission Merchants Association, 1005 Grain Exchange
Minneapolis, MN 55415

The Fertilizer Institute, 1015 18th Street, N.W., Washington, D.C. 20036

Florida Feed Association, Inc., 404 S. 10th Street, Gainesville, Florida 3260

Georgia Feed Association, Inc., c/o Edward E. Smith & Co., Room 227, 3166 Mapl
Atlanta, Georgia 30305

Georgia Grain Dealers Association, Inc., P.O. Box 56, Arabi, Georgia 31712

Grain Elevator & Processing Superintendents Association, Board of Trade, Chica

Grain & Feed Association of Illinois, 612 S. 2nd Street, Springfield, Il 6270

Idaho Feed and Grain Association, Inc., Box 600, Burley, Idaho 83318

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irginia Grain and Feed Dealers Association, P. O. Box 2281, Raleigh, NC 27602

rain and Feed Dealers Association, 1711 Pennsylvania, Denver, CO 80203

Feed Research Council, Inc., 1435 Enquirer Bldg., Cincinnati, Oh 45202

in Commission Merchants' Association, 203 Duluth Board of Trade, Duluth, MN 55802

deration of Feed Merchants, Inc., Box 248, Claverack, New York 12531

ore Grain & Feed Dealers, Association, c/o Cargill, Seaford, DE 19973

er Equipment Retailers of Ohio, 4216 Indianola Avenue, Columbus, Ohio 43214

evator Association of Minnesota, 852 Grain Exchange, Minneapolis, MN 55415

evator Association of South Dakota, Box 579, Aberdeen, SD 57401

ain Dealers Association of North Dakota, 412 Black Bldg., Fargo, ND 58102

of Cash Grain Commission Merchants Association, 1005 Grain Exchange Bldg.,
s, MN 55415

izer Institute, 1015 18th Street, N.W., Washington, D.C. 20036

ed Association, Inc., 404 S. 10th Street, Gainesville, Florida 32601

ed Association, Inc., c/o Edward E. Smith & Co., Room 227, 3166 Maple Dr. N.W.,
eorgia 30305

rain Dealers Association, Inc., P.O. Box 56, Arabi, Georgia 31712

ator & Processing Superintendents Association, Board of Trade, Chicago, IL 60604

ed Association of Illinois, 612 S. 2nd Street, Springfield, Il 62705

and Grain Association, Inc., Box 600, Burley, Idaho 83318

Indiana Grain & Feed Dealers Association, Inc., 505 Board of Trade Bldg., Indianapolis, Indiana 46204

Iowa Fertilizer & Chemical Association, 541-31st Street, Des Moines, Iowa 50312

Iowa Grain & Feed Association, 201 Shops Bldg., Des Moines, Iowa 50309

Kansas Grain & Feed Dealers Association, 1217 Hilton Tower, Hutchinson, Kansas

Kentucky Feed & Grain Association, P.O. Box 425, Lexington, Kentucky 40501

Louisiana Grain & Feed Dealers Association, Inc., Knapp Hall, Louisiana State University, Baton Rouge, Louisiana 70803

Michigan Bean Shippers Association, 500 Eddy Bldg., Saginaw, Michigan 48604

Michigan Grain & Agri-Dealers Association, P. O. Box 9132, Lansing, Michigan 489

Midsouth Soybean & Grain Shippers Association, P.O. Box 687, Blytheville, Arkans

Midwest Feed Manufacturers' Association, 934 Wyandotte Street, Kansas City, MO

The Minneapolis Grain Commission Merchants Association, 824 Flour Exchange Bldg. Minneapolis, MN 55415

Mississippi Feed & Grain Association, Box 4357, Jackson, Mississippi 39216

Missouri Ag-Industries Council, Inc., Box 19197, Kansas City, MO 64141

National Fertilizer Solutions Association, 910 Lehmann Bldg., Peoria, Illinois

National Grain & Feed Association, 500 Folger Bldg., 725 15th Street, N.W., Wash D.C. 20005

Nebraska Grain & Feed Dealers Association, 522 Terminal Bldg., Lincoln, Nebraska

New England Grain & Feed Council, P. O. Box 475, Fitchburg, Massachusetts 01420

in & Feed Dealers Association, Inc., 505 Board of Trade Bldg.,
, Indian. 46204

izer & Chemical Association, 541-31st Street, Des Moines, Iowa 50312

Feed Association, 201 Shops Bldg., Des Moines, Iowa 50309

n & Feed Dealers Association, 1217 Hilton Tower, Hutchinson, Kansas 67501

ed & Grain Association, P.O. Box 425, Lexington, Kentucky 40501

rain & Feed Dealers Association, Inc., Knapp Hall, Louisiana State
Baton Rouge, Louisiana 70803

an Shippers Association, 500 Eddy Bldg., Saginaw, Michigan 48604

ain & Agri-Dealers Association, P.O. Box 9132, Lansing, Michigan 48909

ybean & Grain Shippers Association, P.O. Box 687, Blytheville, Arkansas 72315

d Manufacturers' Association, 934 Wyandotte Street, Kansas City, MO 64105

olis Grain Commission Merchants Association, 824 Flour Exchange Bldg.,
, MN 55415

Feed & Grain Association, Box 4357, Jackson, Mississippi 39216

-Industries Council, Inc., Box 19197, Kansas City, MO 64141

rtilizer Solutions Association, 910 Lehmann Bldg., Peoria, Illinois 61602

ain & Feed Association, 500 Folger Bldg., 725 15th Street, N.W., Washington,

ain & Feed Dealers Association, 522 Terminal Bldg., Lincoln, Nebraska 68508

Grain & Feed Council, P. O. Box 475, Fitchburg, Massachusetts 01420

New Mexico Grain & Feed Dealers Association, Albuquerque, New Mexico 87110

Northeastern Poultry Producers Council, 322 Oxford Valley Road, Fairless Hills, Pennsylvania 19030

Northwest Agri-Dealers Association, Inc., P.O. Box 854, Mankato, Minnesota 560

Northwest Country Elevator Association, 920 Grain Exchange Bldg., Minneapolis,

N.W. Feed Manufacturers Association, Box 67, Minneapolis, MN 55440

Ohio Agricultural Council, 632 Beaumont Road, Columbus, Ohio 43212

Ohio Grain, Feed and Fertilizer Association Inc., 5625 North High Street, P.O. Worthington, Ohio 43085

Ohio Pesticide Institute, 83 South High Street, Columbus, Ohio 43215

Ohio Soil Fertility & Education Society, 1885 Neil Avenue, Columbus, Ohio 4321

Oklahoma Grain & Feed Dealers Association, P.O. Box 1747, Enid, Oklahoma 73701

Omaha Cash Grain Commission Merchants' Association, 606 Grain Exchange, Omaha,

Oregon Feed, Seed & Suppliers Association, 1812 N.W. Kearney Street, Portland,

Pacific Northwest Grain Dealers Association, Inc., 514 Peyton Bldg., Spokane, W

Panhandle Grain & Feed Dealers Association, Amarillo Grain Exchange, Amarillo,

Penn Ag Industries, 119 E. Main Street, Box 329, Ephrata, PA 17522

Sioux City Grain & Feed Association, P.O. Box 341, Sioux City, Iowa 51101

South Dakota Fertilizer & Ag Chemical Assoc., 116 N. Euclid, Pierre, SD 57501

South Texas Country Elevator Assoc., Inc., P.O. Box 1021, Raymondville, Texas

Texas Grain & Feed Assoc., 1201 Sinclair Bldg., Fort Worth, Texas 76102

Grain & Feed Dealers Association, Albuquerque, New Mexico 87110

n Poultry Producers Council, 322 Oxford Valley Road, Fairless Hills,
a 19030

gri-Dealers Association, Inc., P.O. Box 854, Mankato, Minnesota 56001

ountry Elevator Association, 920 Grain Exchange Bldg., Minneapolis, MN 55415

anufacturers Association, Box 67, Minneapolis, MN 55440

ltural Council, 632 Beaumont Road, Columbus, Ohio 43212

Feed and Fertilizer Association Inc., 5625 North High Street, P.O. Box 151,
, Ohio 43085

ide Institute, 83 South High Street, Columbus, Ohio 43215

ertility & Education Society, 1885 Neil Avenue, Columbus, Ohio 43210

ain & Feed Dealers Association, P.O. Box 1747, Enid, Oklahoma 73701

Grain Commission Merchants' Association, 606 Grain Exchange, Omaha, NE 68102

, Seed & Suppliers Association, 1812 N.W. Kearney Street, Portland, Oregon 97209

thwest Grain Dealers Association, Inc., 514 Peyton Bldg., Spokane, WA 99201

rain & Feed Dealers Association, Amarillo Grain Exchange, Amarillo, TX 79105

ustries, 119 E. Main Street, Box 329, Ephrata, PA 17522

Grain & Feed Association, P.O. Box 341, Sioux City, Iowa 51101

a Fertilizer & Ag Chemical Assoc., 116 N. Euclid, Pierre, SD 57501

Country Elevator Assoc., Inc., P.O. Box 1021, Raymondville, Texas 78580

& Feed Assoc., 1201 Sinclair Bldg., Fort Worth, Texas 76102

Utah Feed Manufacturers & Dealers Association, Animal Science Department, Utah State University, Logan, Utah 84321

West Texas Grain Elevator Association, P.O. Box 150, Tulia, Texas 79088

West Virginia Feed Dealers Association, P.O. Box 1479, Huntington, WV 25716

Wisconsin Feed, Seed & Farm Supply Association, Inc., 152 W. Wisconsin Avenue, Milwaukee, Wisconsin 53203

The Wyoming Grain, Feed and Seed Dealers Association, Box 3251, Laramie, WY 820

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anufacturers & Dealers Association, Animal Science Department,
University, Logan, Utah 84321

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Wisconsin 53203

Grain, Feed and Seed Dealers Association, Box 3251, Laramie, WY 82070